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ABSTRACT

In 1992, a study was conducted to determine whether Grossmont College (GC) was meeting its five stated goals of excellence, retention, access, transfer, and diversity. Data were gathered on: (1) student access, including a comparison of applicants and enrollees, the ethnicity of freshmen, participation in testing and orientation programs, English placement results, at-risk predictors, and unit loads; (2) student success, including such measures as retention, characteristics of first-time students, academic progress of student athletes, follow-up of matriculated students, persistence, transfer, and student satisfaction; (3) college outcomes, including data on weekly student contact hours, full-time equivalencies, per student costs, international students, program effectiveness, class scheduling, and facility use; (4) staffing, including information on gender, ethnicity, and age, student evaluations of instructors, and administrator evaluations; and (5) facilities, including measures of the efficiency of use of the physical facilities on campus, with special reference to classroom space. The bulk of the report consists of descriptive and evaluative "windows" on each of these areas, including data tables and graphs, descriptions and definitions, and questions and implications. (JMC)

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Grossmont College

Institutional Effectiveness

First Edition

By: Lawrence Smith and Winston Dean

January 1992

JC920073

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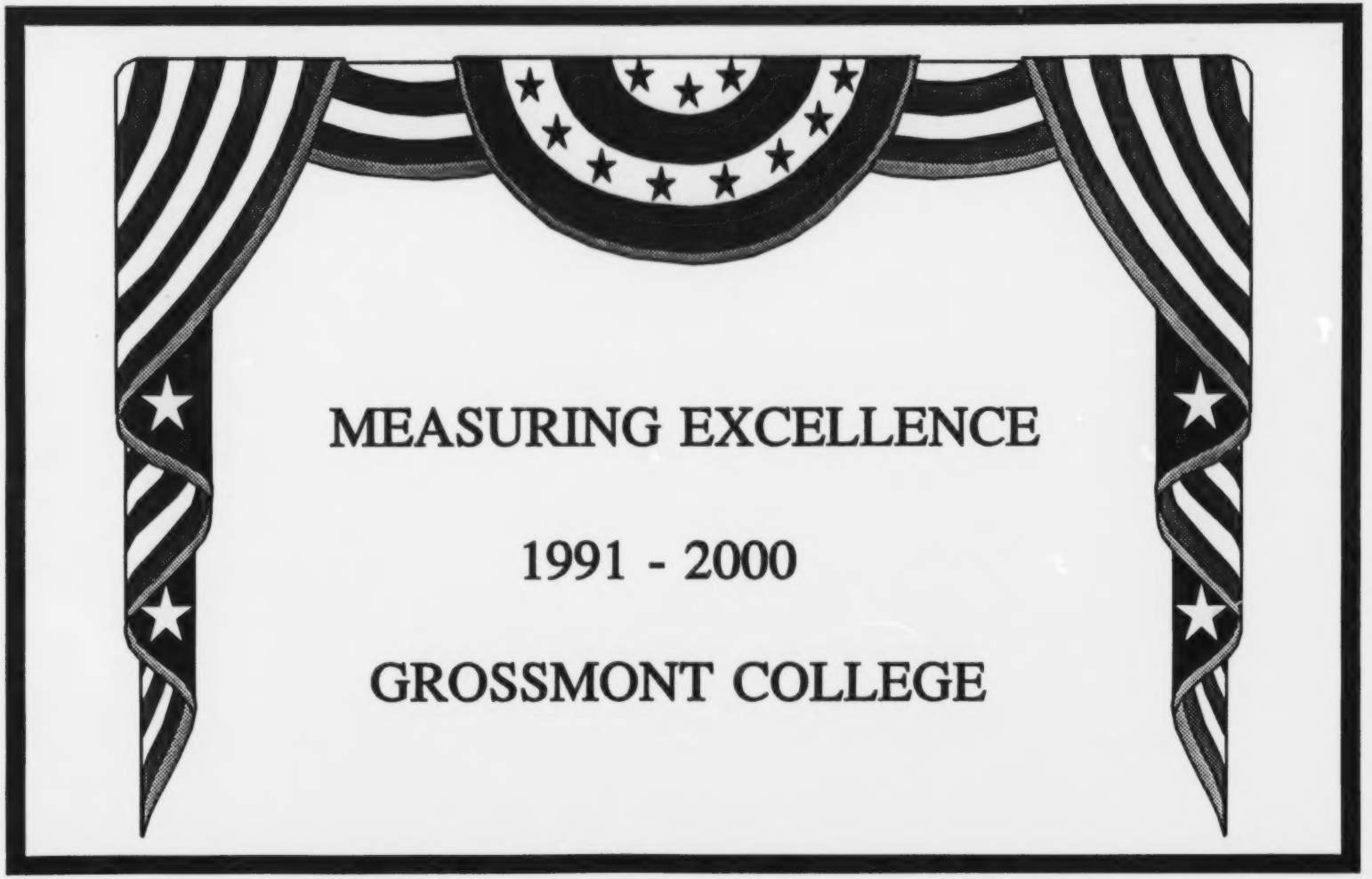

MEASURING EXCELLENCE

1991 - 2000

GROSSMONT COLLEGE

INSTITUTIONAL EFFECTIVENESS

I. Introduction

Since its founding in 1961, Grossmont College has enjoyed a reputation as an excellent community college within the California Community College system. Over the years, the college has earned its distinction as a result of the outstanding faculty and staff it has attracted and the services provided to students by responsive instructional and student support personnel. In this time, 10 faculty have been honored as Fulbright Scholars and many others have been recognized for their expertise as authors of textbooks used at colleges and universities nationwide.

Grossmont College has a unique ambiance that permeates the learning environment. The institutional culture and tradition associated with Grossmont College is one where faculty, staff, and administration alike feel compelled to sustain the intellectual climate of the college and, at the same time, do everything possible to assist all students in attaining success and realizing their individual goals. Employees feel a "pride of ownership." They care about Grossmont College and they view students as their priority. They recognize that the institution exists to promote quality and excellence.

Every organization should engage in periodic assessment which enables and stimulates improvement. The Institutional Effectiveness Study was proposed in order to understand the true nature of the institution and to establish an informational data base that clearly describes the attributes of Grossmont College.

II. Background of the Study

Grossmont College opened its doors for the 1990-91 academic year with the appointment of a new President, Dr. Richard Sanchez. As the new President began to acquaint himself with the institution, he found that the college had been focusing on five major goals for the past five years, 1985/86-1989/90: EXCELLENCE, RETENTION, ACCESS, TRANSFER, AND DIVERSITY. And, while Grossmont College was generally referred to as a highly effective institution which is responsive to the needs of its constituencies, some of the information available was more anecdotal than quantitative and, where data did exist, they were compiled in various offices under many programs.

Concern was expressed that it was difficult to determine just why Grossmont College is indeed the "Excellent Choice" it is purported to be. It therefore became apparent that a system for the orderly and comprehensive collection and analysis of data needed to be developed that would permit the evaluation of the College's effectiveness in meeting its five stated goals. It is for this reason that the Institutional Effectiveness study was initiated.

III. Description of the Process Used in the Study

A Steering Committee was formed, and several meetings were held beginning late October 1990 to address the idea of institutional effectiveness. An idea was developed and taken to several campus constituencies, including the Academic Senate, for review, discussion and revision.

The institution's five goals became the basis for the study. The Steering Committee, with the assistance of the Director of Institutional Research, Winston Dean, and the Institutional Effectiveness Staff Assistant, Larry Smith, identified numerous variables and created "Windows" to look at the five institutional goals. These Windows were a selected group of measures and not intended as a global look at the campus. Each Window provided data and a description of the data. The Windows were grouped into categories of related topics to help examine how closely Grossmont attained its goals and how its goals will change in the future. The information was reviewed and analyzed; then implications for further study were suggested. A community/campus Task Force was assembled in June 1991 to provide additional ideas on the project, review the contents of the final draft and provide a focus to the study.

Once all phases of the study are complete, this will begin a process to determine: 1) What Grossmont College does well and, therefore, should continue; 2) Those areas/services requiring review and discussion for greater effectiveness and improvement; and 3) A description of functions/services the College should provide in order to become more responsive to our community.

The results of the study will be used to engage the academic community in a discussion to determine the values and priorities for Grossmont College. This information will be used to drive budget allocations and other decisions related to institutional resources. This document represents a beginning -- a place from which to embark on providing data and information in a variety of areas.

This document is about Grossmont College. Other phases to follow will address suggested areas for further study in greater depth. The Task Force recognizes that many students have goals other than transfer to a four-year institution. In particular, we recognize that many students have specific occupational goals. We do not have a Window describing the success of these students because of a lack of hard evidence available on a systematic basis. This need for further information on our occupational/technical program outcomes will be addressed by further research planned in the Summer of 1992.

In later phases of the study, a comparison with other similar colleges will be made to relate the effectiveness of Grossmont College to similar institutions. It is also planned that this study will be used as a tool to complement the work of program review, accreditation, and other campus committees.

Institutional Effectiveness will become a continuous process so that aspects of the institution are constantly being reviewed. In this way, we can be assured that we are involved in an ongoing assessment so that we will always know our status within the higher educational scene and the manner in which we serve our constituencies.

IV. Individuals Involved in Document Development

Several individuals have contributed to the development of this document. The Director of Institutional Research, Winston Dean, and the Institutional Effectiveness Staff Assistant, Larry Smith, deserve recognition for providing the working document. The Task Force Advisory Group on Institutional Effectiveness reviewed the working document and made suggestions. This document represents the combined efforts of the entire Task Force.

Institutional Effectiveness Task Force

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Brad Tiffany, Interim Director, Information Systems
John Williams, Vice President of Student Services

GROSSMONT COLLEGE
INSTITUTIONAL EFFECTIVENESS MEASURES
TABLE OF WINDOWS

CATEGORY	WINDOW	TITLE
STUDENT ACCESS	101	Admissions - Apply vs. Enroll
	102	Freshmen Ethnicity
These Windows reflect information on students at the beginning of their college careers. There is a discussion of admissions, placement, and enrollment.	103	Testing and Orientation
	104	Recommended English Placement
	105	Advisory Placement Message
	106	At Risk Predictor - HSGPA
	107	Student Unit Loads
STUDENT SUCCESS	201	Instructional Skills Workshop (ISW)
	202	Retention
These Windows describe various measures of student success as students progress through their course work. There is a discussion of retention, persistence, and transfer.	203	First-Time Student Profile
	204	Athletes - Tracking Outcomes
	205	Matriculation Student Follow-Up
	206	Disproportionate Impact
	207	Persistence
	208	SDSU Enrollment
	209	Transfer
	210	Student Satisfaction Survey
COLLEGE OUTCOMES	301	WSCH/FTE
	302	Average Class Size
These Windows outline college-wide outcomes such as class size trends, cost per student, and the coordination of campus-wide class scheduling.	303	Cost Per ADA
	304	International Students
	305	Program Review Data
	306	Program Review Detail by Course
	307	Units Allotted Scheduling Model
	308	Master Room Grid
STAFFING	401	Ethnicity by Category
	402	Gender by Category
These Windows include the composition of staff and students arrayed by ethnicity, gender, and age. They also include evaluation of staff performance.	403	Age by Category
	404	Instructor Evaluations/Student
	405	Administrator Evaluations
FACILITIES	501	Hours Per Week
	502	Time of Day
These Windows look specifically at the efficiency of the use of the physical facilities on campus, with special reference to classroom space.	503	Squeeze and Rattle - Room Size

HOW TO READ A WINDOW

I. WHAT IS A WINDOW?

A Window provides a "view" or measure of a particular aspect of the Grossmont College teaching and learning process. The Window metaphor implies that readers can see both the large picture and also focus on specific details in order to form opinions about appropriate future actions. Several Windows are Grossmont College inventions and are unique to Institutional Effectiveness studies of this kind.

Windows were chosen selectively. The topics were not meant to be, nor can they ever be, all-inclusive. There were three reasons for including the particular Windows used in this Institutional Effectiveness document:

1. Data from previous studies of the College and District were available;

2. Other California community colleges were measuring comparable subjects; and

3. Mastering the "3 R's" is essential; therefore, more Windows focus on data from English and Math than from any other departments.

II. BASIC WINDOW COMPONENTS

Most Windows consist of three parts:

1. Graphics/Tables designed to provide information or illustrate an aspect of the College;

2. Descriptions/Definitions designed to define and explain the data verbally; and

3. Questions/Implications designed to suggest possible follow-up action and/or further institutional research.

III. SUGGESTIONS FOR READERS

1. Rely on your strengths. First look at what you understand in each Window and then evaluate material on the rest of the page.

2. Recognize that this document is a work-in-progress. Other information or implications will no doubt occur to you.

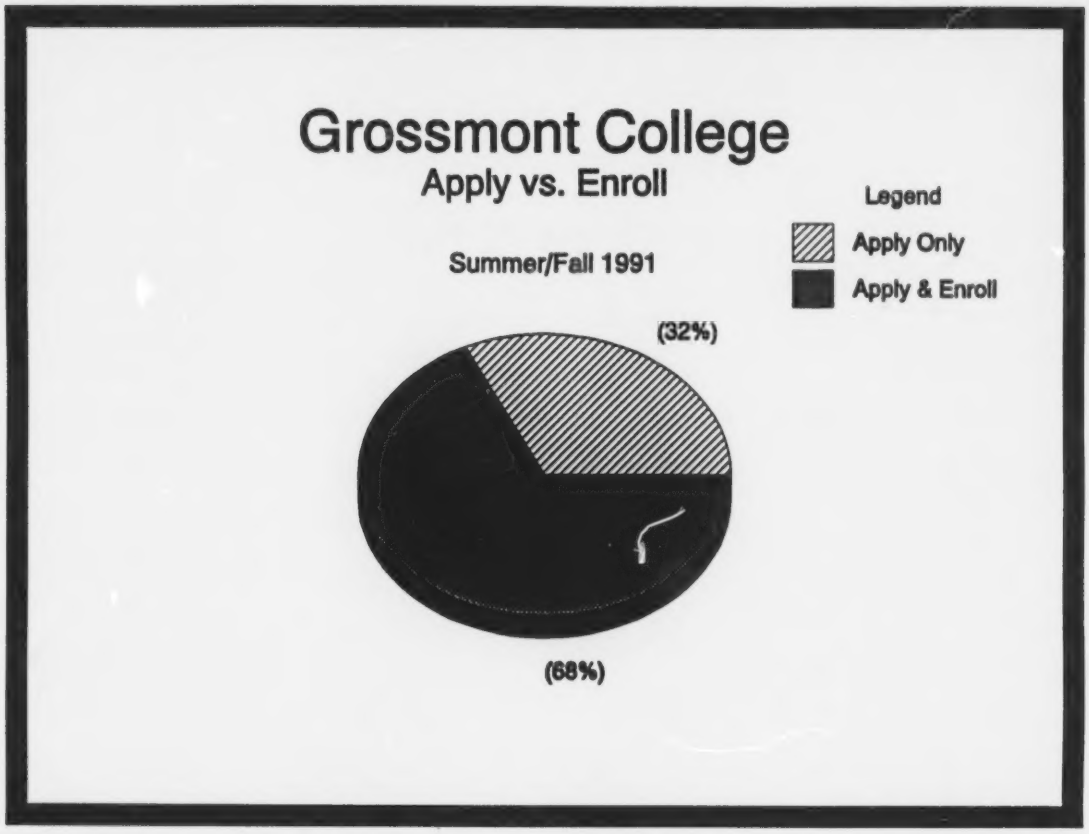
3. Realize that one question drives the Institutional Effectiveness Study: "How can information from the Windows improve the teaching and learning process?" If a Window touches on your operating department, does the information suggest any needed changes in procedures or any opportunities for new methods to address institutional concerns?

4. All ethnicity labels used in the Windows correspond to those used on the Grossmont College application for admission.

5. In the Windows, the statement "statistically significant at the .01 (1%) level" means there is less than a one in one hundred chance that the outcome observed is the result of chance alone. Intuitively, this means that the results are meaningful, at least in a statistical sense.

access

Grossmont College
Institutional Effectiveness
ADMISSIONS — APPLY VS. ENROLL



Semester	Applications	Did Not Enroll	Percent Not Enrolled
Summer/Fall 1986	14,211	4,404	31%
Summer/Fall 1987	14,362	4,842	34%
Summer/Fall 1988	14,535	5,103	35%
Summer/Fall 1989	13,596	3,476	26%
Summer/Fall 1990	15,919	5,374	34%
Summer/Fall 1991	15,256	4,878	32%

Source: A&R

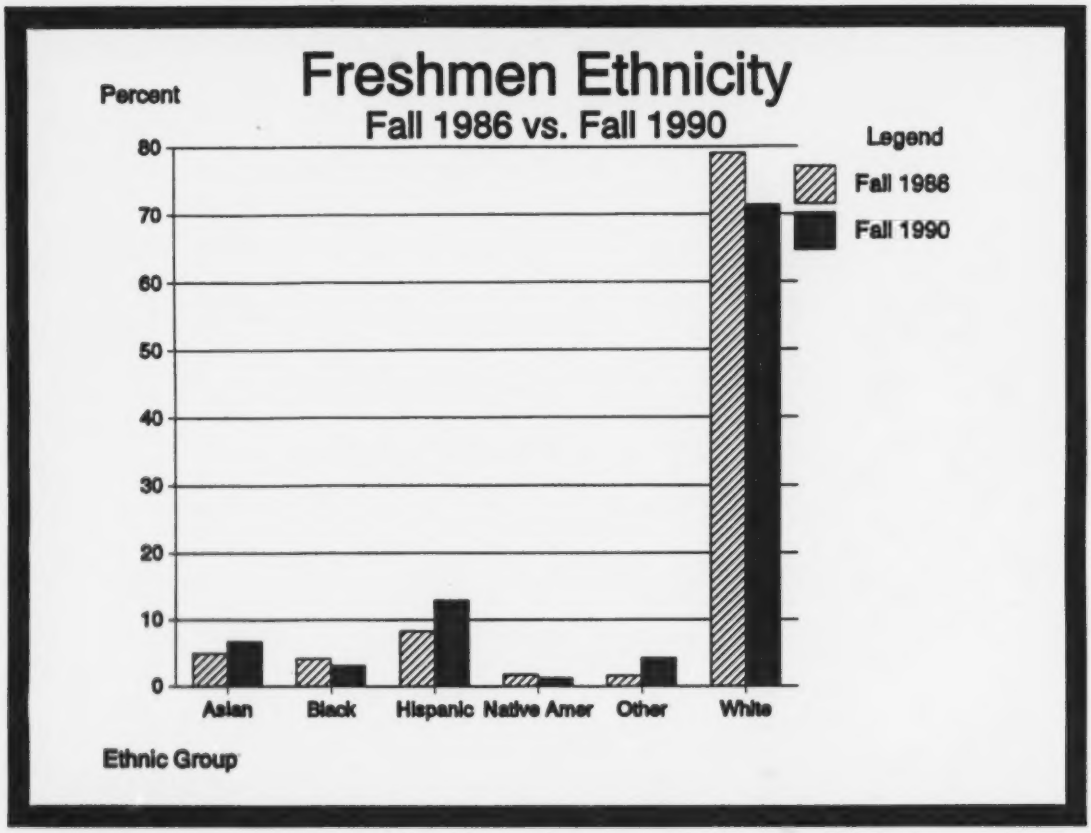
Descriptions/Definitions

During Summer and Fall 1991 one-third of all students who applied to Grossmont College did not subsequently enroll. This pattern has been true for at least six years.

Questions/Implications

What happened to these non-enrollees? Did they enroll somewhere else? Get a job? Come for one course, find it filled, and leave? What are the demographics of this group? Could we as a college do better marketing? Will this change with enrollment cutbacks? Is there disproportionate impact among those not enrolled?

Grossmont College
Institutional Effectiveness
FRESHMEN ETHNICITY



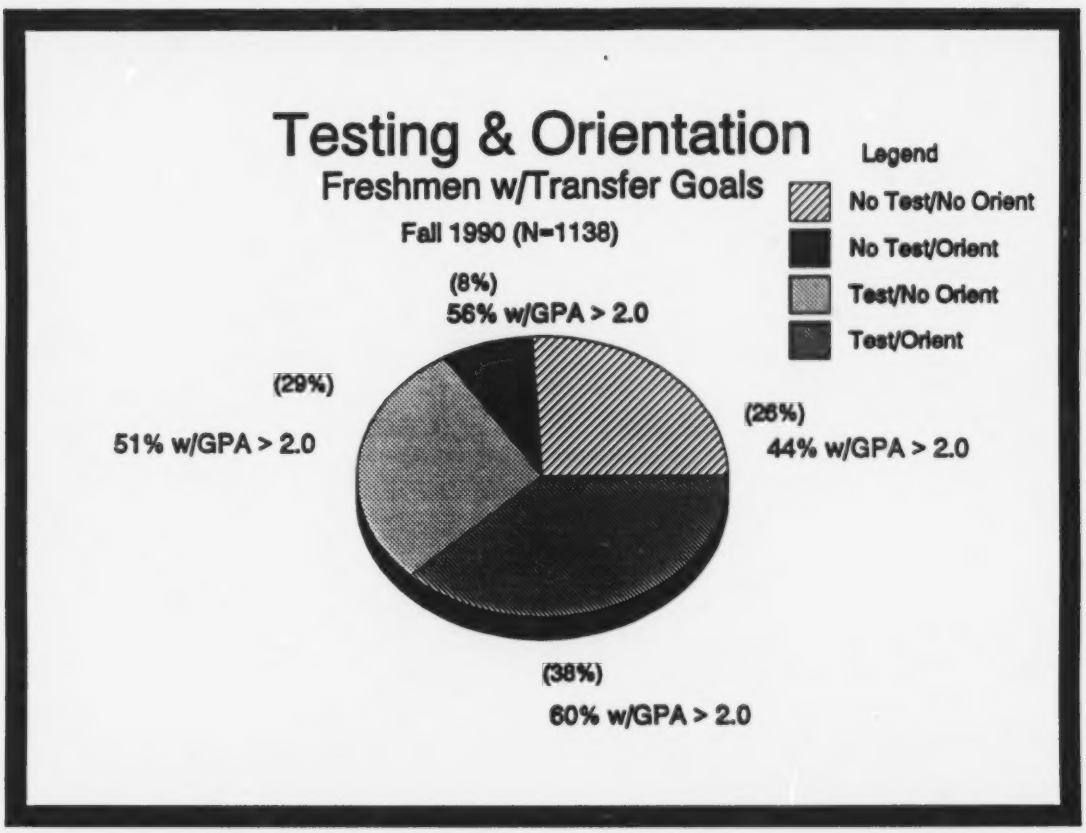
Descriptions/Definitions
The percentage of non-White freshmen (no prior college units) increased from 21% to 29% between Fall 1986 and Fall 1990. The largest increase for a single group was Hispanic students.

Ethnicity	Count 1986	Count 1990	Percent 1986	Percent 1990
Asian	121	165	5.0	6.8
Black	102	78	4.2	3.2
Hispanic	203	312	8.3	12.9
Native American	44	31	1.8	1.3
Other	40	105	1.6	4.3
White	1928	1726	79.1	71.4

Source: ETH.E10

Questions/Implications
How do these percentages compare to our state and local populations?

Grossmont College
Institutional Effectiveness
TESTING AND ORIENTATION



Source: MEAA.E10

Descriptions/Definitions

In Fall 1990, Grossmont College offered both testing and orientation to all new students. Some students chose to do both, some chose neither, and the rest chose just one of the two. For entering Freshmen (no prior college units) with transfer as a goal (roughly 1/4 of all new students), 38% chose to do both. Slightly more than half of these Freshmen avoided orientation entirely, but about half of this group did, in fact, choose testing. Students with goals other than transfer will be addressed at a future time. Students who chose both Matriculation components had GPAs greater than 2.0 more frequently than any other sub-group.

Questions/Implications

What we see here may not be cause and effect but rather statistical association without causation. How can we construct a student profile of those who voluntarily chose to participate in Matriculation components?

Grossmont College
Institutional Effectiveness
MATRICULATION EVALUATION — ASSESSMENT/ORIENTATION COMPONENTS

Descriptions/Definitions

Source: MEAA.E10

About 2,500 first-time Freshmen (no prior college units) attend Grossmont College each Fall. Of the 2,417 new Freshmen in Fall 1990, 57% of these students took the placement test and 40% attended group Orientation/New Student Advising as pictured in the graphics above.

However, the first semester performance of those students who chose to participate in testing and Orientation was significantly better (0.01 level) than those who did not take part.

Percentage of Students with First Semester Grade Point Averages Over 2.0 by Participation in Matriculation Component

Matriculation Component	Did Participate	Did Not Participate
Placement Testing	56% *	46%
Orientation/New Student Advisement	59% *	47%

* Significantly higher (at 0.01 level) than the success rate of those not participating. These differences are explainable by chance alone less than 1 time in 100.

Questions/Implications

What we see here may not be cause and effect but rather statistical association without causation. How can we construct a student profile of those who voluntarily chose to participate in Matriculation components?

Window 103b

Grossmont College
Institutional Effectiveness
RETENTION - ENGLISH PLACEMENT AND HSGPA

Percentage of Students with First Semester Grade Point Averages Over 2.0
by English Placement Recommendation vs. Orientation Component

English Placement Recomendation (Nelson-Denny Test)	Attended Orientation	Did Not Attend Orientation
ENGL 120	70% *	52%
ENGL 110	58% *	47%
ENGL 103	57% *	42%
ENGL 097	43%	34%
--- Overall ---	60% *	45%

* Significantly different (at the 0.01 level) than the value for those receiving no Orientation.

Descriptions/Definitions
During Fall 1990, all students who participated in the English skills test assessment (Nelson-Denny) received a recommendation for English course placement. In the Table above, we see that students who also attended group Orientation/New Student Advisement did significantly better than students who did not attend group Orientation/New Student Advisement in all but the lowest level of English.

Percentage of Students with First Semester Grade Point Averages Over 2.0
by High School Grade Point Average vs. Assessment/Orientation Components

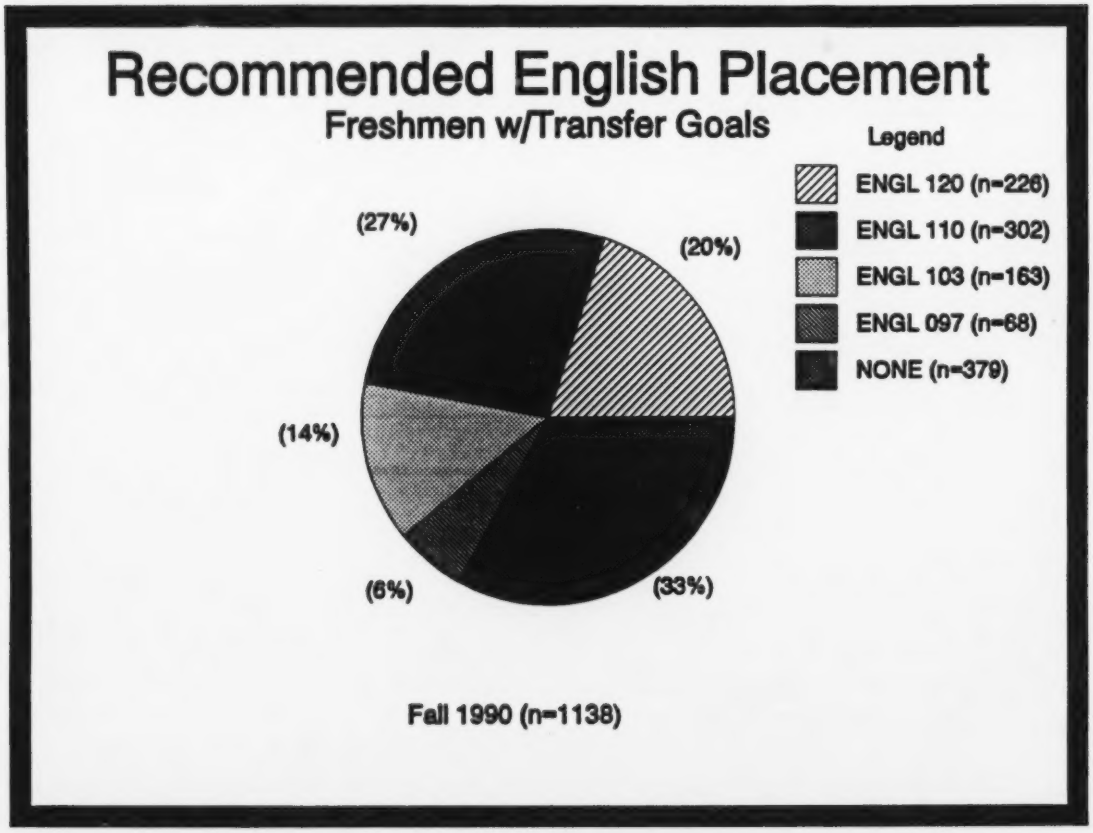
High School GPA (Past Performance)	Testing and Orientation	Testing Only	Orientation Only	No Testing and No Orientation
3.2 - 4.0	84%	69%	75%	66%
2.2 - 3.1	59%	49%	60%	44%
0.0 - 2.1	35%	32%	36%	28%

Source: MEAA.E10

This Table shows better success associated (but not necessarily caused by) participation in Testing and Orientation for all but the lowest level of past performance measured by high school grade point average (HSGPA).

Questions/Implications
Are these semester GPA's due to Orientation or other factors?

Grossmont College
Institutional Effectiveness
RECOMMENDED ENGLISH PLACEMENT



Percent of Students	Placement Recommendation
20%	ENGL 120
27%	ENGL 110
14%	ENGL 103
6%	ENGL 097
33%	NONE (Did not take test)

Source: MEAA.E10

Descriptions/Definitions

47% of the Fall 1990 Freshmen (no prior college units) with transfer goals were recommended into transfer level English classes (ENGL 120/110). 20% were recommended into pre-collegiate level classes (ENGL 103/097). The remaining 33% received no recommendation because they chose not to take the test. Students with goals other than transfer will be addressed at a future time.

Questions/Implications

What percent of the recommendations were, in fact, taken?
What were the success outcomes of the registrants, distinguished by whether or not they took the recommendation?

Window 104

Grossmont College
Institutional Effectiveness
ADVISORY PLACEMENT MESSAGE

WELCOME TO GROSSMONT COLLEGE. WE THE STAFF WOULD LIKE TO HELP YOU REACH YOUR GOALS. BASED ON YOUR TEST SCORES, WE STRONGLY RECOMMEND THE ENGLISH AND MATH COURSES MARKED (* OR **):

ENGL 110	MATH 097/103/110
*ENGL 103/105	**MATH090
ENGL 097	MATH 080/085

IF THERE IS AN UNSTARRED, HIGHER COURSE ON EITHER LIST THAT YOU FEEL QUALIFIED TO TAKE, WE ENCOURAGE YOU TO SEE A POST-TEST ADVISOR BEFORE ENROLLING.

IF YOU WANT TO TAKE A HIGHER COURSE NOT ON EITHER LIST, YOU MUST SEE A POST-TEST ADVISOR AND REQUEST A WAIVER BEFORE ENROLLING.

POST-TEST ADVISOR: 465-1700, EXT 200

Descriptions/Definitions

The debate over standardized testing and mandatory placement has been resolved at the State level. The new Title 5 Matriculation Regulations, which call for advisory placement and multiple assessment measures, became law July 6, 1990. Thanks to the hard work and cooperative efforts of many people in our District, we instituted new placement procedures beginning Fall 1990 for our English and Math students.

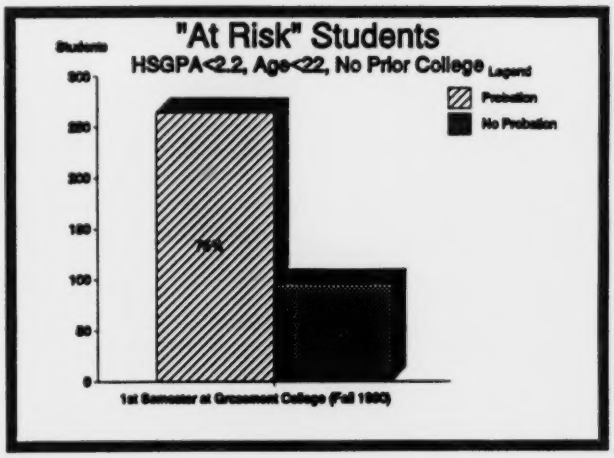
The message in the graphic above shows a sample of advisory placement information for a typical student who has completed placement testing in English and Math. This student is advised to enroll in ENGL 103/105 (English Fundamentals and Reading) and MATH 090 (Elementary Algebra). However, the student is free to enroll in course work one level higher or lower than the recommendation.

Questions/Implications

What are the success rates of students who follow or do not follow the recommendations?
Can we statistically hold other things equal to insure the significance of the differential success rates?

Window 105

Grossmont College
Institutional Effectiveness
AT RISK PREDICTOR — HIGH SCHOOL GPA



Descriptions/Definitions

- First-time students (no prior college units) self-report their High School Grade Point Average (HSGPA) on the GCCCD application form. During the Fall 1990 semester, fully 75% of the students with an HSGPA of "C or less" ended their first semester at Grossmont College on probation.

- 43% of first-time students with HSGPA "greater than C" were also on probation.

- 50% of all first-time students are on probation after one semester.

- Only one of six people who are on probation ever get off probation.

HSGPA is the only known valid predictor of first semester probation status for first-time students. The thirteen other variables listed below are not predictors.

Valid Predictor of First Semester Performance

High School GPA with age less than 22 (GC Application).

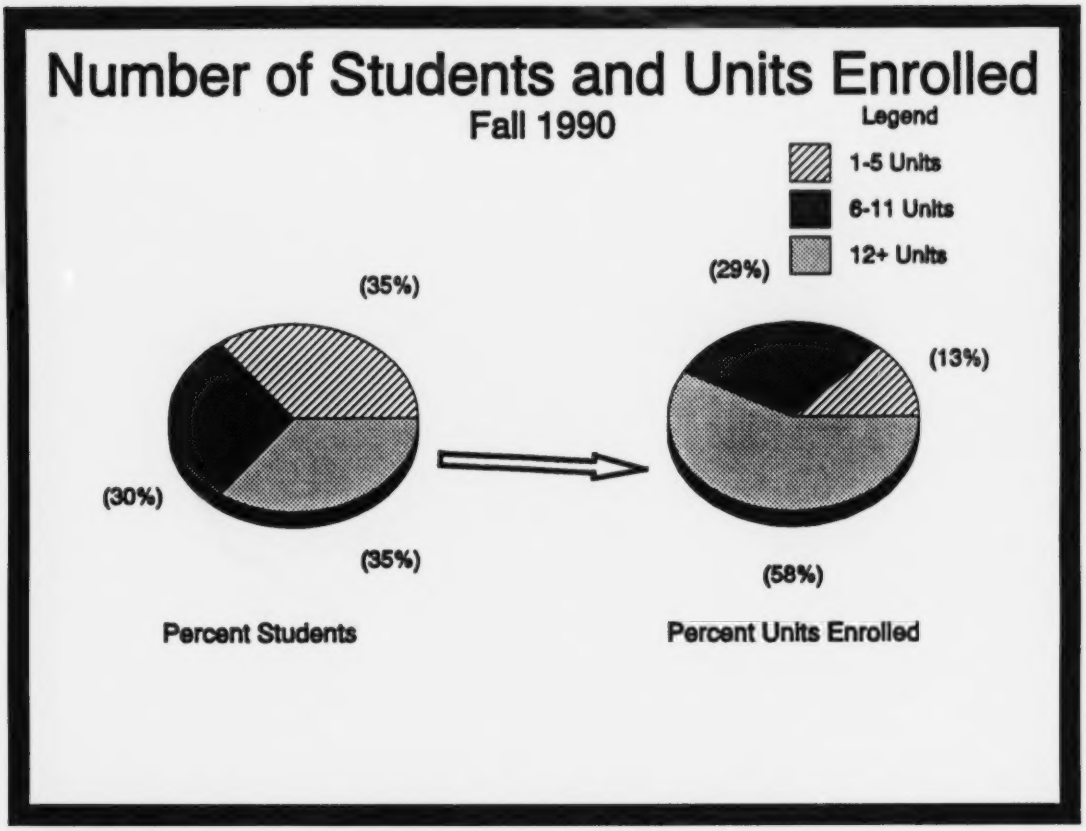
Non-Predictors of First Semester Performance

1) Hours Worked (GC Application), 2) Units Expected (GC Assessment Form), 3) Importance of College (GC Assessment Form), 4) Highest Math Class (GC Assessment Form), 5) Grade in Last Math (GC Assessment Form), 6) Math Recency (GC Assessment Form), 7) Years of HS English (GC Assessment Form), 8) Grade in Last English (GC Assessment), 9) English Placement (GC Assessment Form), 10) Grammar-Level-1 (GC Assessment Form), 11) Grammar-Level-2 (GC Assessment Form), 12) Math Placement (GC Assessment Form), 13) Study Skills (GC Assessment Form).

Questions/Implications

What measures can be taken to address this at risk group?

Grossmont College
Institutional Effectiveness
STUDENT UNIT LOADS



Descriptions/Definitions
The left pie chart shows the entire student body displayed by unit load. For example, the lower right gray section of that left pie chart represents the 35% of our student body who are full-time students (12+ Units). The arrow shows that these students are enrolled in 58% of all college units. In other words, one-third of our students account for about 60% of all college units.

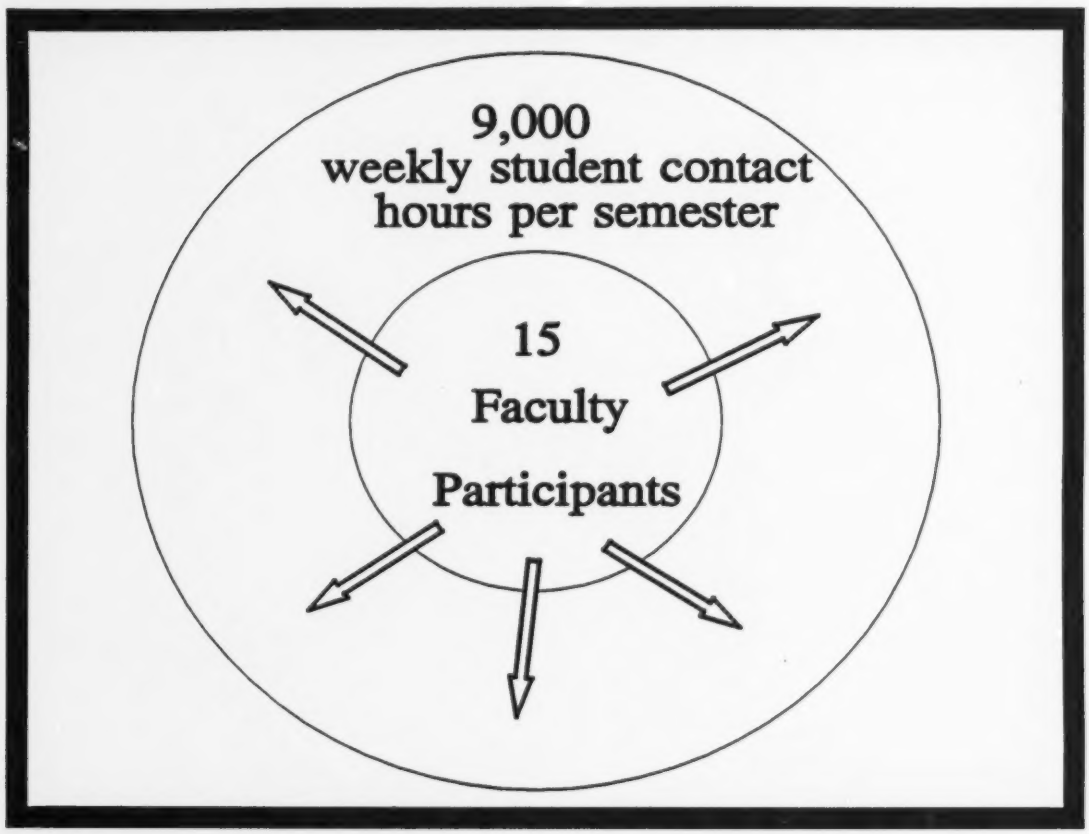
Student Unit Loads	Percent Students	Percent GC Units
1-5 Units	35%	13%
6-11 Units	30%	29%
12+ Units	35%	58%

Questions/Implications
Does the distribution of course offerings (morning, afternoon, evening) affect student loads?
Have college cutbacks affected student loads?
How do students in the different load categories perform academically?

success

Grossmont College
Institutional Effectiveness
INSTRUCTIONAL SKILLS WORKSHOP (ISW)

Descriptions/Definitions
ISW is a four-day workshop in which trained faculty facilitators help other faculty teach a series of three 10 minute 'mini-lessons'. It is a program of community college faculty helping other community college faculty.



Grossmont College trained 5 facilitators in 1990. Since then, 2 four-day workshops have been held: Fall 1990 and Spring 1991. A total of 15 faculty have been participants in these workshops. Roughly 6% of the college weekly student contact hours (WSCH) are being taught by ISW-trained faculty this year.

Workshops are planned for January and March 1992, which will bring faculty participation to 30. A year from now, 12% of the college WSCH will be instructed by ISW-trained faculty.

Questions/Implications
How will the effectiveness of ISW be evaluated: a) for students; b) for staff?

Grossmont College
Institutional Effectiveness
RETENTION — GRADING VARIABILITY

Descriptions/Definitions

This Window shows section pass rates for each of fifteen courses offered during Fall 1990.

"Percent Pass" means the percentage of first census students who ended the class with a grade of "C" or better. The arrows indicate median (middle) pass rates for each course.

When most section pass rates cluster around the middle (say, within 15%), we say the course grading is consistent. Only three courses (marked "*") meet the standards (chi-square) for grading consistency: CHEM 115, HIST 120, and MATH 110. The other twelve courses all show excessive grading variability.

When course pass rates are consistent, a student's odds of passing that course are less likely to depend on the choice of instructor.

The analysis of grading variability is essential to the validation of our placement tests (English & Math) and should come before any discussion of recommended prerequisites. The Math department has used exit testing in the past to reduce grading variability.

Questions/Implications

How can departments examine the consistency of their offerings to discover the reasons for grading variability? Is exit testing a viable means for measuring instructor consistency?

Course	Percent Pass
BIO 120	.94
BIO 120	.91
BIO 120	.89
BIO 120	.85
BIO 120	.81
BIO 120	.79
BIO 120	.79
BIO 120	.73
BIO 120 -->	.73
BIO 120	.73
BIO 120	.69
BIO 120	.65
BIO 120	.63
BIO 120	.59
BIO 120	.55
BIO 120	.45
BIO 120	.43
BUS 120	.86
BUS 120	.84
BUS 120	.54
BUS 120	.52
BUS 120	.51
BUS 120	.50
BUS 120 -->	.49
BUS 120	.40
BUS 120	.40
BUS 120	.40
BUS 120	.39
BUS 120	.36
BUS 120	.33
* CHEM115	.65
* CHEM115	.62
* CHEM115	.60
* CHEM115	.60
* CHEM115	.57
* CHEM115 -->	.53
* CHEM115	.50
* CHEM115	.47
* CHEM115	.46
* CHEM115	.25
* CHEM115	.09
CHS110	.95
CHS110	.84
CHS110	.76
CHS110	.74
CHS110	.68
CHS110	.68
CHS110	.64
CHS110 -->	.64
CHS110	.62
CHS110	.59
CHS110	.57
CHS110	.55
CHS110	.53
CHS110	.48
CHS110	.34
CHS110	.33
ECON120	.70
ECON120	.60
ECON120	.58
ECON120	.58
ECON120	.58
ECON120	.57
ECON120	.55
ECON120	.51
ECON120 -->	.50
ECON120	.46
ECON120	.43
ECON120	.39
ECON120	.35
ECON120	.34
ECON120	.34
ECON120	.22
ECON120	.17

Course	Percent Pass
ENGL120	.82
ENGL120	.79
ENGL120	.77
ENGL120	.76
ENGL120	.75
ENGL120	.70
ENGL120	.69
ENGL120	.68
ENGL120	.66
ENGL120	.65
ENGL120	.65
ENGL120	.64
ENGL120	.61
ENGL120	.60
ENGL120	.56
ENGL120 -->	.56
ENGL120	.53
ENGL120	.53
ENGL120	.52
ENGL120	.50
ENGL120	.50
ENGL120	.45
ENGL120	.45
ENGL120	.43
ENGL120	.42
ENGL120	.38
ENGL120	.37
ENGL120	.27
ENGL120	.26
GEOG120	.77
GEOG120	.73
GEOG120	.71
GEOG120	.69
GEOG120	.67
GEOG120 -->	.66
GEOG120	.56
GEOG120	.44
GEOG120	.44
GEOG120	.44
GEOG120	.40
* HIST120	.69
* HIST120	.65
* HIST120	.63
* HIST120	.62
* HIST120	.61
* HIST120	.61
* HIST120	.57
* HIST120 -->	.56
* HIST120	.56
* HIST120	.55
* HIST120	.54
* HIST120	.48
* HIST120	.46
* HIST120	.42
* HIST120	.41
HUM 110	.82
HUM 110	.77
HUM 110	.76
HUM 110	.76
HUM 110	.74
HUM 110	.72
HUM 110	.69
HUM 110 -->	.65
HUM 110	.60
HUM 110	.55
HUM 110	.52
HUM 110	.45
HUM 110	.45
HUM 110	.41
HUM 110	.40

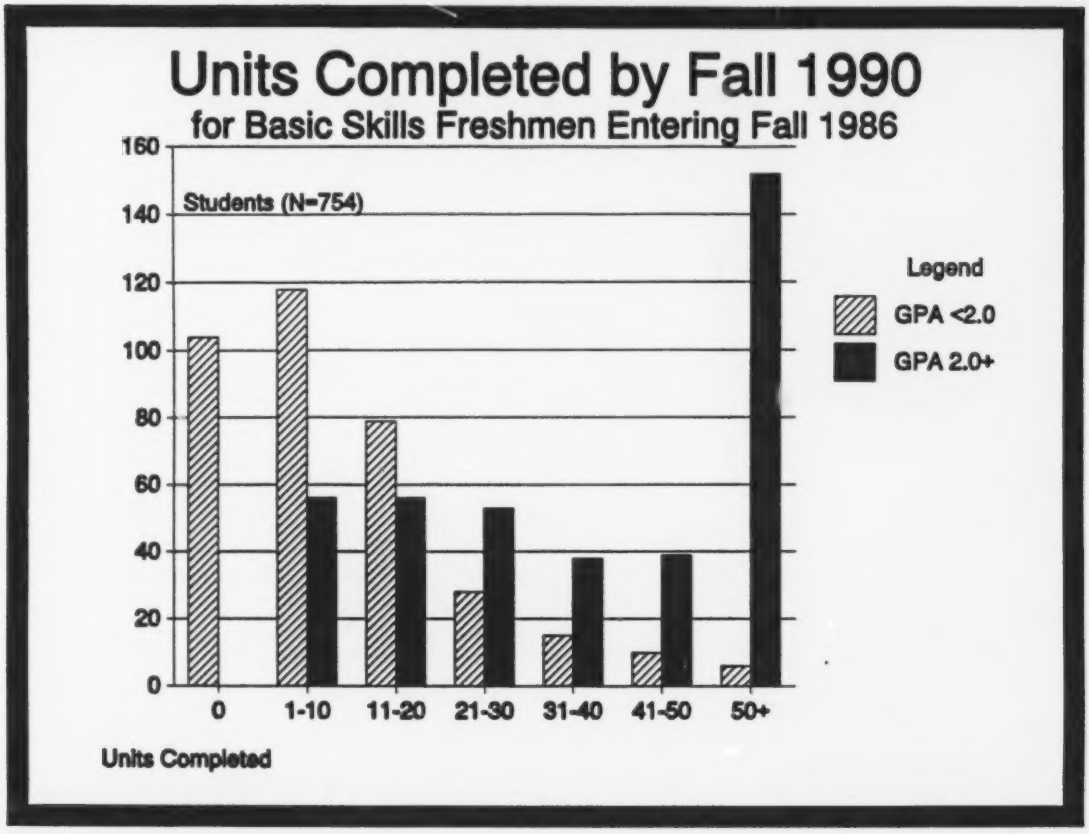
Course	Percent Pass
* MATH110	.69
* MATH110	.65
* MATH110	.60
* MATH110	.58
* MATH110	.54
* MATH110	.51
* MATH110	.51
* MATH110 -->	.49
* MATH110	.48
* MATH110	.48
* MATH110	.48
* MATH110	.47
* MATH110	.44
* MATH110	.44
* MATH110	.38
* MATH110	.37
PHIL110	.70
PHIL110	.65
PHIL110	.65
PHIL110	.65
PHIL110	.62
PHIL110 -->	.61
PHIL110	.57
PHIL110	.55
PHIL110	.44
PHIL110	.44
PHIL110	.35
PHIL110	.30
PSY 120	.75
PSY 120	.61
PSY 120	.60
PSY 120	.57
PSY 120	.55
PSY 120	.54
PSY 120	.50
PSY 120	.49
PSY 120	.48
PSY 120	.48
PSY 120	.46
PSY 120	.46
PSY 120 -->	.45
PSY 120	.42
PSY 120	.38
PSY 120	.37
PSY 120	.37
PSY 120	.35
PSY 120	.34
PSY 120	.34
PSY 120	.32
PSY 120	.31
PSY 120	.29
PSY 120	.26
PSY 120	.14
PSY 120	.11
SOC 120	.85
SOC 120	.68
SOC 120	.62
SOC 120	.62
SOC 120	.57
SOC 120	.57
SOC 120 -->	.54
SOC 120	.52
SOC 120	.47
SOC 120	.47
SOC 120	.39
SOC 120	.29
SOC 120	.28

Course	Percent Pass
SPAN120	.93
SPAN120	.87
SPAN120	.78
SPAN120	.76
SPAN120	.71
SPAN120	.71
SPAN120	.70
SPAN120	.70
SPAN120	.69
SPAN120 -->	.68
SPAN120	.67
SPAN120	.67
SPAN120	.67
SPAN120	.65
SPAN120	.58
SPAN120	.51
SPAN120	.50
SPAN120	.48
SPAN120	.40
SPAN120	.36
SPCH120	.95
SPCH120	.94
SPCH120	.92
SPCH120	.91
SPCH120	.90
SPCH120	.89
SPCH120	.88
SPCH120	.88
SPCH120	.88
SPCH120	.87
SPCH120	.84
SPCH120	.84
SPCH120	.82
SPCH120	.81
SPCH120 -->	.80
SPCH120	.79
SPCH120	.79
SPCH120	.79
SPCH120	.78
SPCH120	.78
SPCH120	.78
SPCH120	.77
SPCH120	.74
SPCH120	.73
SPCH120	.70
SPCH120	.67
SPCH120	.66
SPCH120	.58
SPCH120	.55
SPCH120	.50

* = Consistent Course Grading

Window 202a

Grossmont College
Institutional Effectiveness
RETENTION — EXXON PROJECT



Source: EXXON.E10

Descriptions/Implications

In November of 1988, the Exxon Educational Foundation awarded a three-year, $700,000 research grant to Appalachian State University to conduct a national study of developmental education programs at 150 two-year and four-year institutions. As a participant in the Exxon Project, Grossmont College tracked Fall 1986 Freshmen (no prior college units) who enrolled in Basic Skills English and Math classes: ENGL 097, ENGL 103, ENGL 105, MATH 080, and MATH 090. By Fall 1990, only one in five (20%) had completed 50 or more units with a GPA greater than 2.0.

	GPA Below 2.0	GPA 2.0+
Less than 50 Units	354 (47%)	242 (32%)
50+ Units	6 (1%)	152 (20%)

Questions/Implications

How does this percentage compare to students who started in college-level courses in Fall 1986? How many of each group transferred to four-year institutions or earned degrees/certificates?

Grossmont College
Institutional Effectiveness
PROJECT RETAIN

Category	PROJECT RETAIN Fa90 - Su91	COMPARISON GROUP Fa90 - Su91	Comments
Size	49	94	---
Pass ENGL 097	15/25 60%	15/22 68%	no difference
Pass ENGL 103	16/24 67%	40/72 56%	no difference
Pass ENGL 105	31/49 63%	65/94 69%	no difference
Units Attempted	1077/49 22.0	2013/94 21.4	---
Units Completed	680/49 13.9	1117/94 11.9	---
Percent Completed	63%	55%	no difference
GPA (ex. all Ws)	2.32	2.19	no difference
GPA 097	13/25 52%	12/22 55%	no difference
2.0+ 103	16/24 67%	44/72 61%	no difference
Retention 097	13/25 52%	13/22 59%	no difference
50%+ 103	18/24 75%	40/72 56%	no difference
Enrolled for Fall 1991	29/49 59%	56/94 60%	no difference

Source: RETAIN.FNL

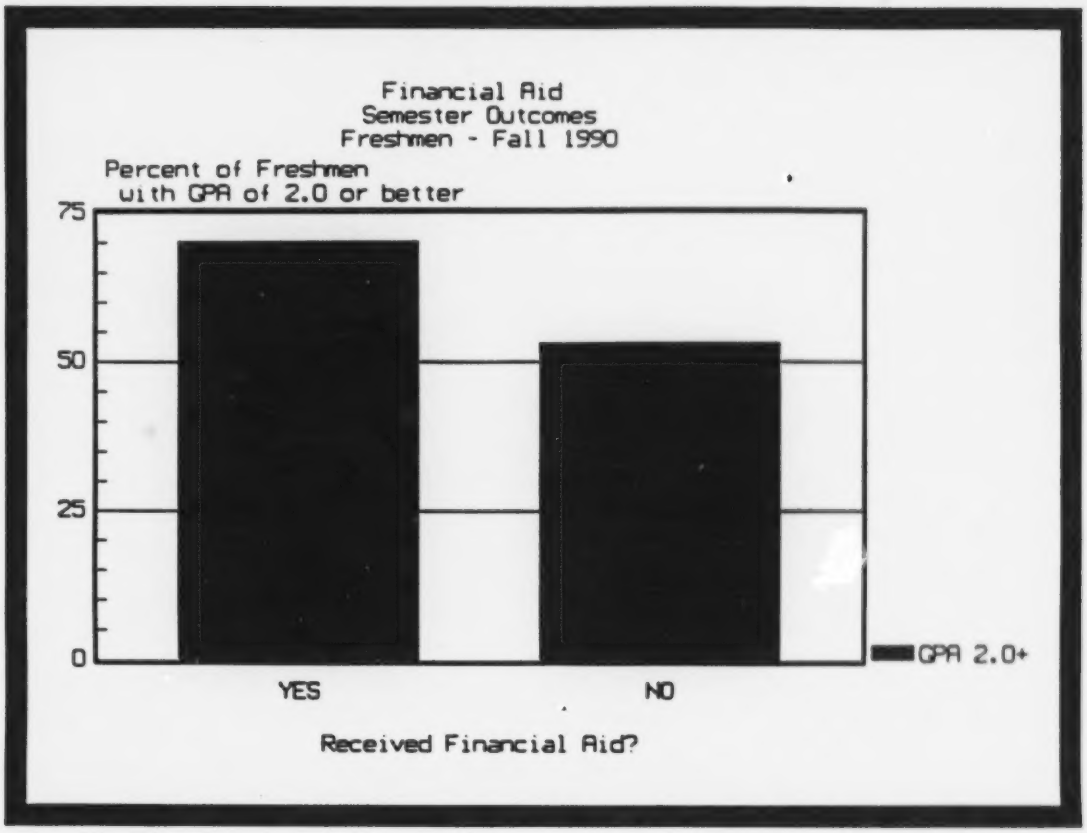
Descriptions/Definitions

The intent of Project Retain was to improve retention and success of underrepresented (Black, Hispanic, Native American) high-risk, first-time students. However, due to unanticipated project staffing changes, there were difficulties in recruiting this group. Therefore, the Project Retain group became a cross section of our general college population enrolled in special sections of ENGL 105 (Reading) in combination with special sections of ENGL 097 (English Workshop) or ENGL 103 (English Fundamentals). The Comparison group consisted of students enrolled in regular sections of the same course combinations. As the table above shows, as of Fall 1991 there seems to be no statistically significant impact of the program on these students. That is, the observed differences are slight and are explainable by chance alone.

Questions/Implications

What have we learned from this project?
How do the retention and success rates of these students compare to those of other first-time Grossmont students?

Grossmont College
Institutional Effectiveness
RETENTION — FINANCIAL AID



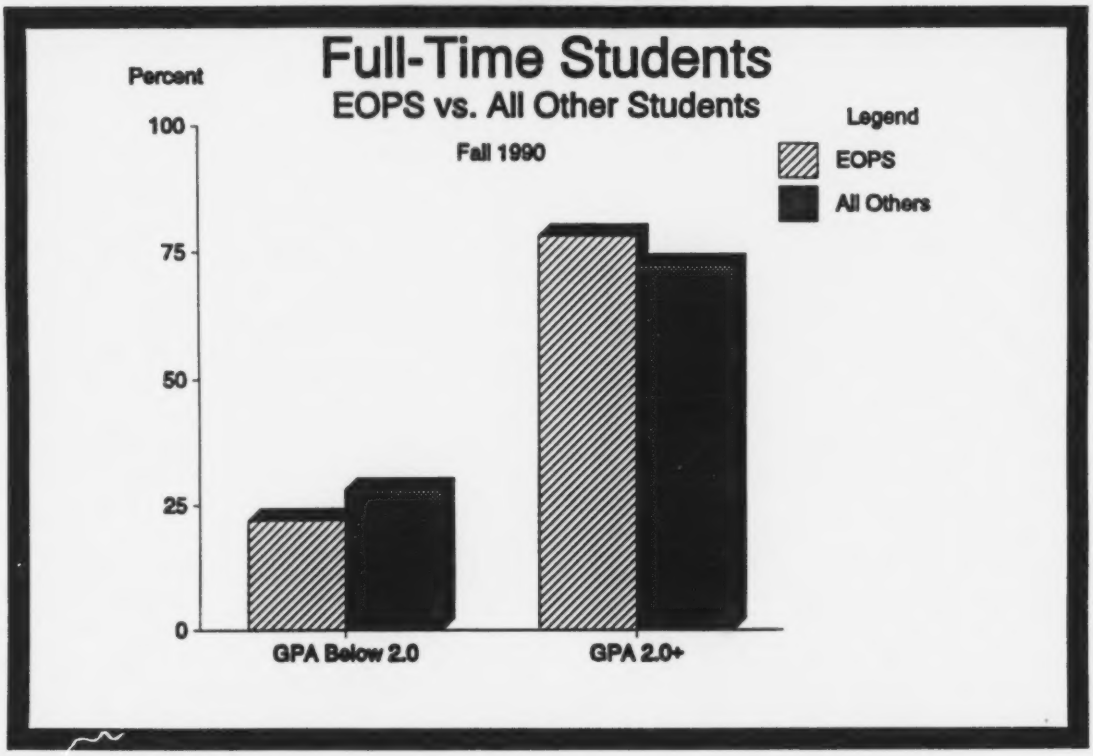
Source: FA.E10

Descriptions/Definitions
Roughly one of sixteen (6%) of all Freshmen (no prior college units) received Financial Aid in Fall 1990. To continue receiving Financial Aid a student must maintain a GPA of 2.0 or better. Approximately 70% of Freshmen receiving financial aid completed their first semester at Grossmont College with a GPA of 2.0 or better. This percentage is significantly higher than the 50% success rate for all Freshmen.

The results are similar for all students enrolled during Fall 1990. Financial aid students had higher semester success rates, 79%, than did non-recipients, 66%.

Questions/Implications
Do students who receive financial aid perform better because of the financial aid?
Do better students compete more effectively for financial aid?
Are work study students more successful than students receiving loans or grants?

Grossmont College
Institutional Effectiveness
RETENTION - EOPS



Source: EOPS.E10

Descriptions/Definitions

During Fall 1990, 78% of the students enrolled full-time at Grossmont College in Extended Opportunity Program and Services (EOPS) completed that semester with GPAs above 2.0 (C average or better). This percentage is better than the 72% C or better recorded by All Other Grossmont College full-time students that term. This increase in Semester GPA is close to being statistically significant at the .05 level.

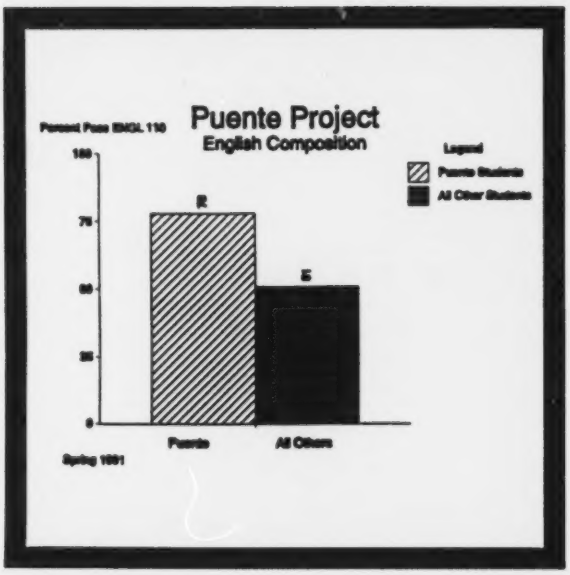
Semester Outcomes - Fall 1990		
Students with Full Loads (12 or more Units)	Semester GPA Under 2.0	Semester GPA 2.0 and Above
EOPS Students	48 (22%)	170 (78%)
Other Full-Time Students	1724 (28%)	4401 (72%)

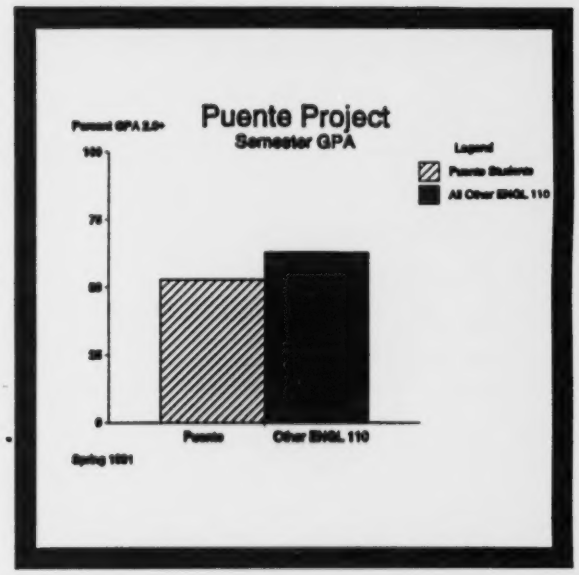
Other Grossmont College institutional research shows that full-time students have the highest semester success rates.

Questions/Implications

What percentage of EOPS students earn 50 or more units?
Are first semester EOPS students equally successful?

Grossmont College
Institutional Effectiveness
RETENTION - PUENTE PROJECT





Descriptions/Definitions

The Puente Project is a program designed to encourage Hispanic students who aspire to four-year degrees. The first group of 34 Puente students was selected during Fall 1990 to enroll in ENGL 110 during the Spring 1991 semester.

- In the graphic on the left, success rates of Puente students in the English composition course were significantly higher (78% to 51%) than all other ENGL 110 students that semester.
- On the right, Spring 1991 GPAs of the Puente students were lower than their ENGL 110 counterparts.
- Note that these results are from the Spring 1991 semester only and do not include Fall 1991 outcomes. Puente is a two-semester program, and this is the first year of operation.

	ENGL 110 No Pass	ENGL 110 Pass	Semester GPA Below 2.0	Semester GPA 2.0 or Above
Puente Students	22%	78%	44%	56%
Control Group	49%	51%	37%	63%

Source: PUENTE.EV3

Questions/Implications

Follow-up studies will be conducted to determine how many of these students transfer to/graduate from four-year colleges.

Grossmont College
Institutional Effectiveness
FIRST-TIME STUDENT PROFILE

First-Time Student Profile of 1990 Grossmont Union High School District (GUHSD)
Graduates Enrolling at Grossmont College in Fall 1990

UNITS

Unit Load (% Students)	Average Number of Units Attempted	Average Number of Units Completed	Percent Completed
1-5 Units (13%)	3.05	1.23	40%
6-11 Units (30%)	8.62	3.91	45%
12+ Units (57%)	13.60	7.71	57%

Source: GUHSD.E10

Descriptions/Definitions

Approximately 50% of all first-time Freshmen (no prior college units) come from the GUHSD. 57% of GUHSD graduates were full-time students during their first semester at Grossmont College. This is much higher than the campus-wide rate of full-time students (approx 33%). The full-time GUHSD graduates complete a higher percentage of their units (57%) than do part-time GUHSD students.

GPA OUTCOMES

Unit Load (% Students)	Number of Students (N=1241)	Percent Above GPA 2.0
1-5 Units (13%)	165	34%
6-11 Units (30%)	372	47%
12+ Units (57%)	704	63%

The GUHSD full-time students had a much better chance of completing their first semester in good academic standing (Grossmont GPA above 2.0) than did part-time GUHSD students.

ENGLISH OUTCOMES

English Course (% Students)	Number of Students Enrolled in Course	Percent Passing Course with a "C" or better
None (60%)	745	—
ENGL 097 (2%)	20	65%
ENGL 103 (8%)	97	56%
ENGL 110 (17%)	213	61%
ENGL 120 (13%)	166	60%

Less than one-half of the GUHSD first-time students took an English course during their first semester. The pass rates for those students who did take English are about the same as for all Grossmont College English composition students.

Questions/Implications

How do these outcomes for GUHSD graduates compare to outcomes for first-time students from other high school districts?

Grossmont College
Institutional Effectiveness
ATHLETES — TRACKING OUTCOMES

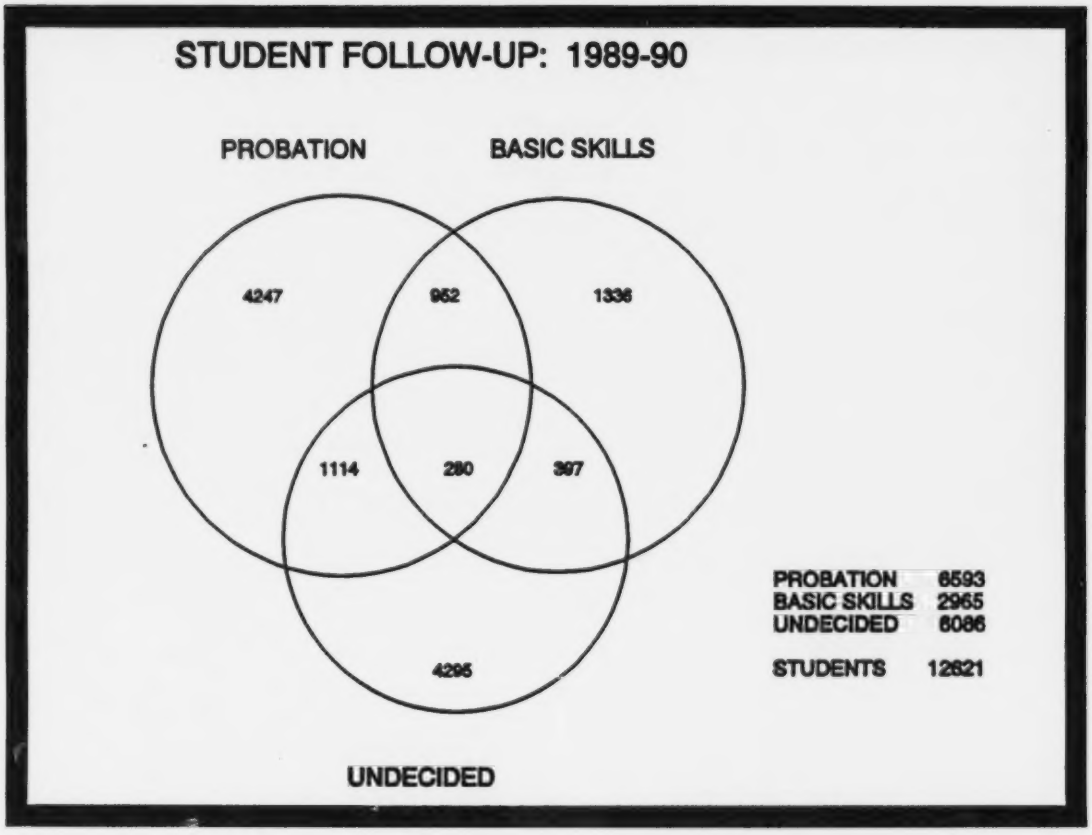
Athlete Retention Report
Team Summary - Through Summer 1991

Sport	Number of Athletes	Average Units Completed	Team GPA
BASEBALL	12	38.79	2.54
BASKETBALL - MEN	10	37.65	2.84
BASKETBALL - WOMEN	6	39.00	2.86
CROSS COUNTRY - MEN	6	44.50	3.02
CROSS COUNTRY - WOMEN	3	37.67	2.94
FOOTBALL	37	36.03	2.63
SOFTBALL	8	35.56	2.73
SWIMMING - MEN	9	46.00	3.15
SWIMMING - WOMEN	7	39.57	2.56
TENNIS - MEN	3	45.83	3.29
TENNIS - WOMEN	7	42.79	2.84
TRACK - MEN	11	39.00	2.73
TRACK - WOMEN	3	40.67	3.08
VOLLEYBALL - MEN	5	34.40	2.65
VOLLEYBALL - WOMEN	12	43.04	2.97
WATER POLO	7	38.64	3.05
Average	>>>	39.12	2.80

Descriptions/Definitions
The Institutional Research Office is working in collaboration with the Athletic Director's Office to develop a comprehensive Athlete Retention Reporting System. The table above is an end-of-year report by team for those athletes who have used up their two years of eligibility (three semesters).

Questions/Implications
How many of these units are transferable to four-year institutions?
How many athletes transfer to four-year institutions and receive degrees?

Grossmont College
Institutional Effectiveness
MATRICULATION STUDENT FOLLOW-UP



Source: PROG.E10

Descriptions/Definitions

Grossmont College is required by Matriculation regulations to conduct follow-up studies for certain student groups. During the period Summer 1989 through Spring 1990, a total of 27,817 students were enrolled at Grossmont College. 45% of these students, those shown in the graphic above, qualified for Matriculation Follow-Up in one or more of three categories: 1) Probation – either Academic (GPA below 2.0) or Progress Alert (50% or more "W" grades); 2) Enrollment in at least one Basic Skills course during this period; or, 3) Undecided as to educational goal. 280 students belonged in all three categories.

Questions/Implications

What can Grossmont College do to improve the success rates of Probationary students?
How many students successfully transition from Basic Skills to college-level courses?
How can we assist Undecided students in identifying their goals?

Grossmont College
Institutional Effectiveness
DISPROPORTIONATE IMPACT

Grossmont College Freshmen (N=2,417) Fall 1990	Ethnicity		Gender	
	Black Hispanic Native Amer	All Others	Male	Female
Took Placement Test	59%	57%	59%	56%
English Placements ENGL 110/120	46% *	70%	65%	65%
Math Placements MATH 110/120+	48% *	56%	55%	54%
Attended Orientation/ New Student Advisement	35% *	41%	38% *	42%
English Course Pass Rates (Percent "C" or better)	53% *	61%	55% *	64%
Math Course Pass Rates (Percent "C" or better)	39% *	48%	40% *	53%
Semester GPA 2.0+	48% *	55%	50% *	57%

* Significantly (disproportionately) lower at the .05 level of significance. Source: DI.P10

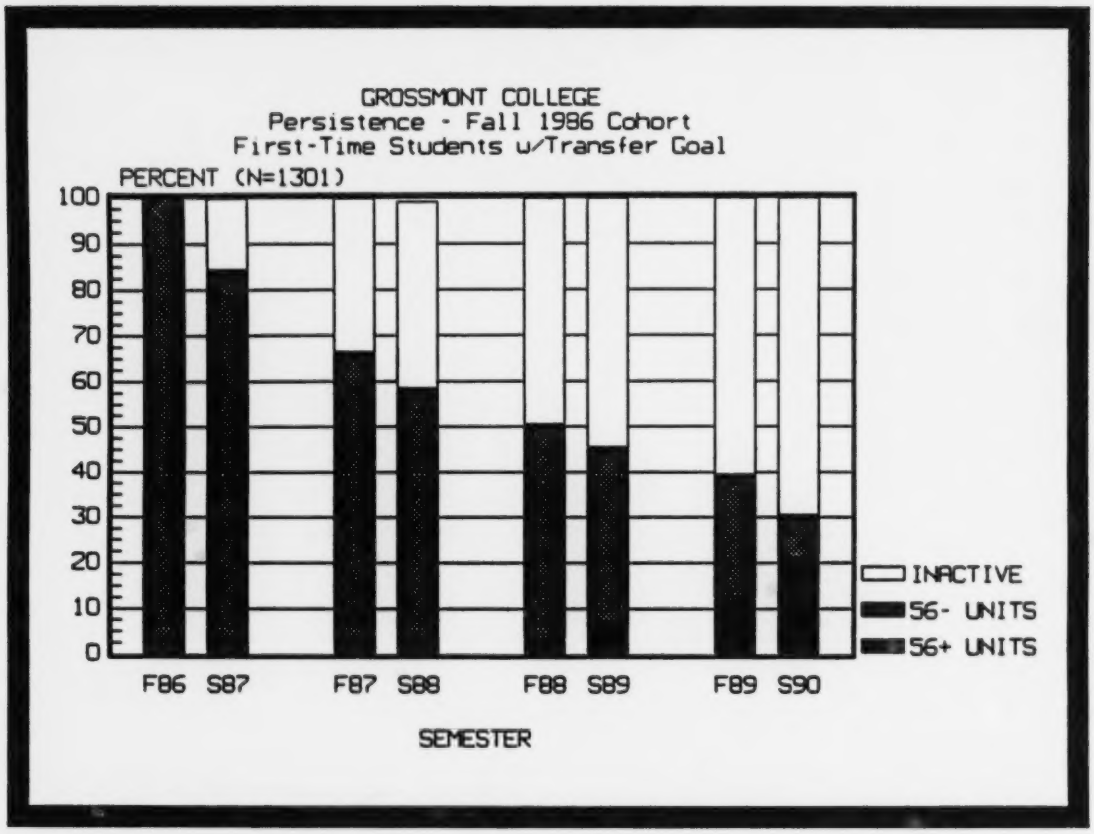
Descriptions/Definitions

The term "disproportionate impact" means that one group has a significantly lower participation or success rate than another group. This Window shows that the ethnic grouping of Black, Hispanic and Native Americans--targeted because of historically lower enrollment rates-- experienced significantly lower placement and success rates than did the grouping of "All Other Ethnicities." Differences appear in semester grade point averages, English and Math course grades, as well as English and Math advisory course placements and participation in college Orientation.
Gender differences appeared in course and semester success rates, but not in English and Math placement. Freshmen women outperformed the men in English pass rates, Math pass rates, and semester GPA.

Questions/Implications

Further investigation into factors leading to disproportionate impact may be appropriate.
What kind of programs/services can be developed to address this issue?

Grossmont College
Institutional Effectiveness
PERSISTENCE



Source: XFER.P10

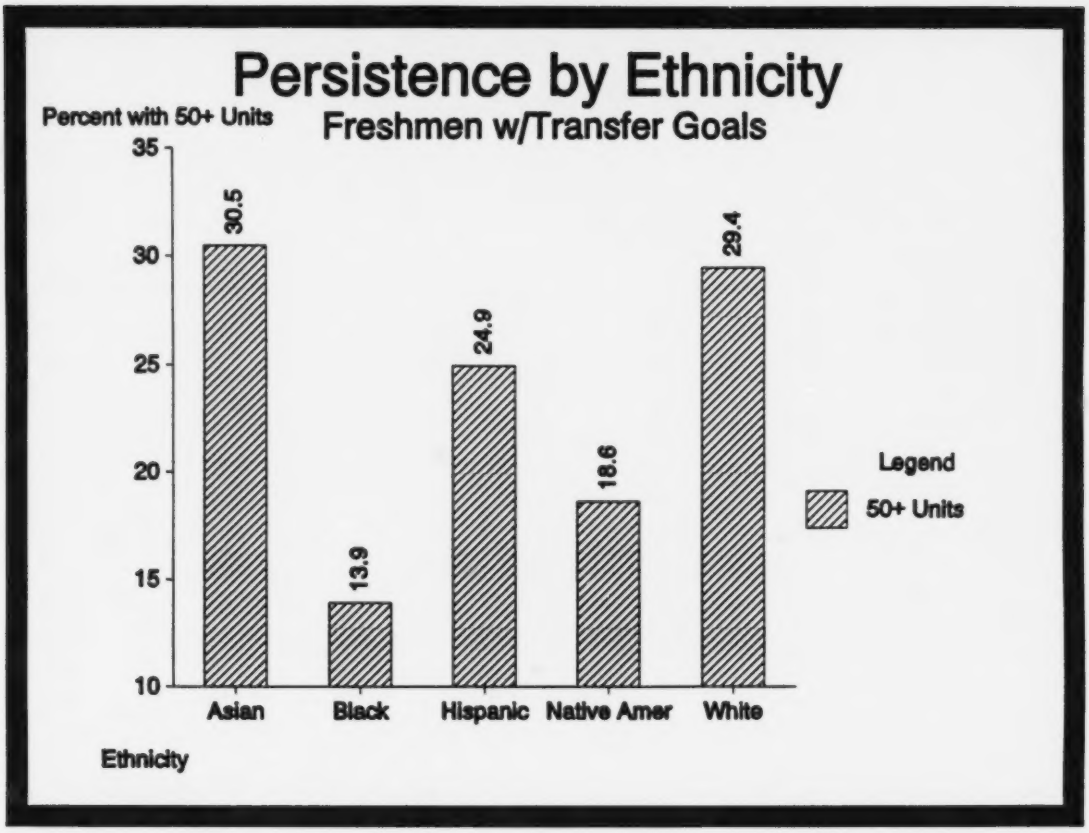
Descriptions/Definitions

By persistence, we mean those students who are still enrolled in the college or who have accumulated enough units to reach their stated educational goal. The cohort tracked in this Window were first-time Freshmen (no prior college units) in Fall 1986, all of whom listed transfer as their educational goal. Since 56 units is a good measure of transfer readiness, those students are considered to have met their goal and are listed in the black portion of the bars. The persistence rate after four years for this cohort is 30%. 20% have earned 56 or more units, while 10% have earned less than 56 units but are still enrolled in the college.

Questions/Implications

Is there a better measure of "transfer readiness" than 56 units credit?
Is it desirable and/or cost feasible to develop a two-part transcript system identifying courses as transfer or non-transfer?
Is it possible to develop a system which identifies students as transfer-ready?

Grossmont College
Institutional Effectiveness
PERSISTENCE BY ETHNICITY



Source: DLE10

Descriptions/Implications

During the period Fall 1985 through Summer 1988, a total of 5591 first-time Freshmen (no prior college units) entered Grossmont College with transfer as their declared educational goal. About 30% of these students earned 50 or more units by the end of the Spring 1991 semester. A disproportionate number of non-traditional students of Black, Hispanic, and Native American ethnicity did not reach 50 units. Black students at a 13.9% success rate represent the most impacted, or at risk, group in this study.

Freshmen 1985-88 w/Transfer Goals	Asian	Black	Hispanic	Native American	White
Percent Earning 50 or more Units	30.5%	13.9%	24.9%	18.6%	29.4%
Number Students	64/210	37/266	119/478	21/113	1330/4524

Questions/Implications

What actions can the Institution take to address this disproportionate impact?

Grossmont College
Institutional Effectiveness
SDSU ENROLLMENT

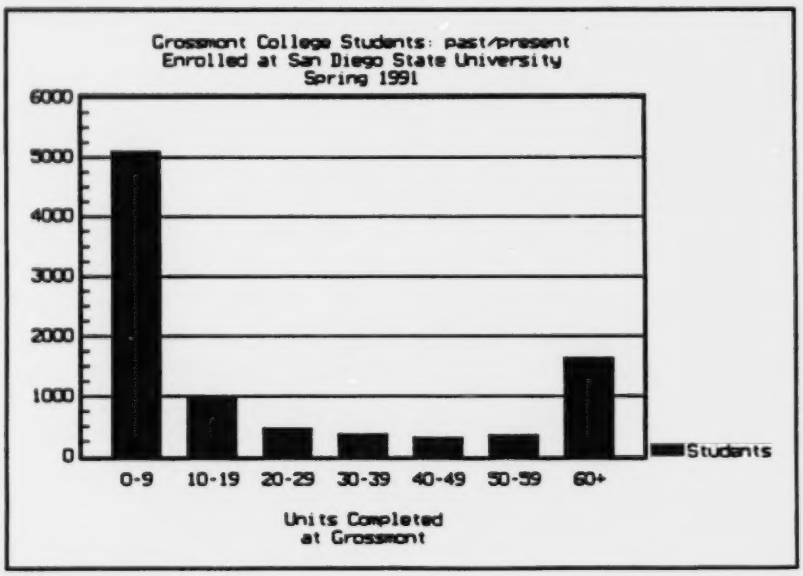
Grossmont-Cuyamaca Community College District
Past and Present Students
Attending San Diego State University
Spring 1991

GCCCD College Attended Past or Present	Number of Students	Percentage of SDSU Spring 1991 Enrollment (34,242)
Grossmont College only	7,813	22.8%
Cuyamaca College only	573	1.7%
Both Grossmont and Cuyamaca	1,364	4.0%
Total	9,750	28.5%

Source: SDSU.EI0

Descriptions/Definitions

More that 25% of all students enrolled at San Diego State University (SDSU) during Spring 1991 have attended Grossmont College at one time or another. More than 1500 of these SDSU students have earned 60 or more units at Grossmont College (see chart below). Cooperative efforts between SDSU and San Diego County CCs are underway to clarify the transfer issues. Grossmont will be distributing this information to the other CCs.



Questions/Implications

How many of these students began at SDSU?

Grossmont College
Institutional Effectiveness
TRANSFER STUDENT STATISTICS

1988-89	UC	CSU	INDPT	Total *	FTES **	Rate
Cuyamaca	5	50	27	82	2,237	3.67%
Grossmont	82	1016	157	1255	10,499	12.01%
Mesa	231	1000	86	1317	13,676	9.63%
MiraCosta	34	153	52	239	4,499	5.31%
Miramar	9	65	20	94	3,299	2.85%
Palomar	128	669	123	920	11,489	8.01%
SD City	58	438	102	598	7,891	7.58%
Southwestern	55	471	118	644	9.615	6.70%

* Transfer Student Statistics from Student Profiles 1990, California Postsecondary Education Commission (CPEC) Source: CPEC.P10
** FTES information from Appendix D, Program Based Funding, CCC March 1990

Descriptions/Definitions

This Window shows the number of transfer students from San Diego County Community Colleges to the University of California, the California State University, and Regionally Accredited Independent Colleges and Universities. The total number of transfers is then divided by the number of full-time equivalent students (FTES) to obtain a comparative transfer rate for the academic year 1988-89. Grossmont College has the highest transfer rate of any community college in our region.

Note that this transfer rate, as presently calculated, is below a "true" transfer rate because the FTES (the divisor in the paragraph above) contains students who are either part-time or who have non-transfer goals. FTES is a composite measure. For example, a group of four students each taking a Foreign Language course for a summer vacation constitutes one FTES, even though none of them intends to transfer.

Questions/Implications
How do these transfer rates compare with community colleges outside San Diego County?

Grossmont College
Institutional Effectiveness
TRANSFER/GRADUATION RATES - SDSU

San Diego County Community College Institutional Research Consortium
Articulated Data Elements with San Diego State University

Length	Data Element Description	Record Location
9	SSN	1-9
6	UNDERGRAD-INSTITUTION-ORIGIN	10-15(A)
1	STUDENT-LEVEL-CODE	16(A)
5	PRIMARY-MAJOR-CODE	17-21
1	ADMISSION-BASIS-CODE	22(A)
3	UNDERGRADUATE-MATRICULATION-PERIOD	23-25
3	CAMPUS-GPA-CUMULATIVE (SDSU)	26-28(2)
4	CAMPUS-UNITS-EARNED-CUMULATIVE (SDSU)	29-32(1)
3	TRANSFER-GPA-CUMULATIVE	33-35(2)
4	TRANSFER-UNITS-ACCEPTED-CUMULATIVE	36-39(1)
1	DEGREE-HELD-CODE	40(A)

Source: SDSU.R01

Descriptions/Definitions
San Diego State University (SDSU) is the four-year institution of choice for an estimated 75% of all Grossmont College transfer students. We have never had the capability to track individuals from Grossmont to SDSU, nor have we been able to ascertain in any systematic way which of these students earn four-year degrees.

Thanks to six months of planning and cooperation between SDSU and San Diego County Community College Institutional Researchers (GCCCD, SDCCD, MiraCosta, Palomar, Southwestern), assisted by GCCCD Information Systems and Grossmont Admissions & Records, the transfer information listed in this Window was articulated. We expect to be able to issue annual transfer/graduation reports beginning Spring 1992.

Questions/Implications
Can the disapperaring SDSU Sophomore be tracked to Grossmont College?
What is the impact of SDSU students on Grossmont enrollment, class scheduling, and services?
What is the Grossmont to SDSU transfer rate?
What are subsequent graduation rates at SDSU for these transfer students?

Grossmont College
Institutional Effectiveness
STUDENT AND ALUMNI SATISFACTION SURVEY

On a scale of A to E, please mark the letter which indicates your satisfaction with the following at Grossmont College:

A = Very Satisfied
B = Satisfied
C = Dissatisfied
D = Very Dissatisfied
E = Did Not Use

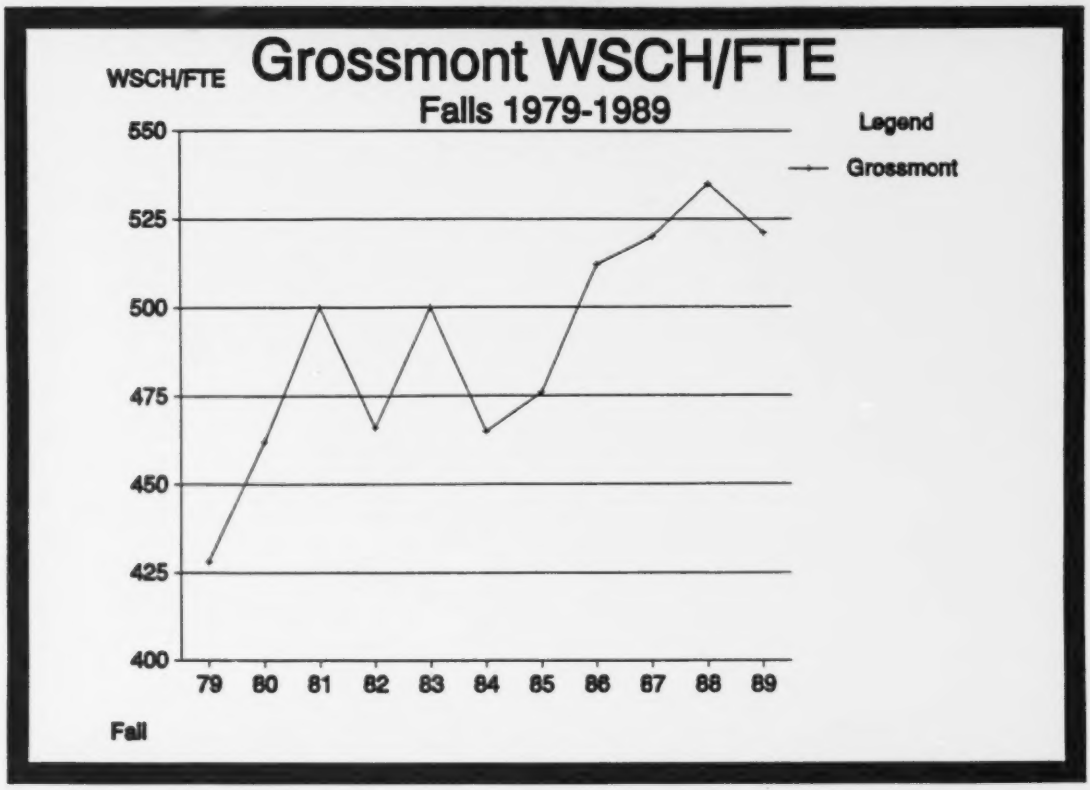
1. Admissions and Registration
2. Placement Testing
3. Orientation/New Student Advisement
4. Academic Counseling
5. Personal Counseling
6. Financial Aid Office
7. Bookstore
8. Parking
9. Food Services/Cafeteria
10. Health Center
11. LRC (Library)
12. Tutoring Center
13. Transfer Center
14. Job Placement
15. EOPS
16. Veteran Services
17. Career Center
18. Campus Security
19. Child Care
20. Recreational & Athletic Programs
21. College Cultural Programs
22. Classroom Instruction
23. Instructor Office Hours
24. Teaching
25. Learning

Descriptions/Definitions
Customer satisfaction is a concern that no successful business can ignore. We, in education, can likewise benefit from information we get from our students - past and present. Here is a list of twenty-five items which other community colleges have found helpful in getting feedback from students for evaluating current college practices. A classroom survey of 2,000 to 3,000 students is planned for early in the Spring semester of each year for current students, as well as an annual mailing to Alumni. Five to ten additional items can be added to the list in the graphic above. Use of Scantron form 33939-ERI, which provides for overprinting, would allow for inclusion of SSN (Social Security Number), automatic scoring, and matching survey responses with demographic and outcomes information (e.g., probation) in our District data base.

Questions/Implications
How can we improve these services?

college outcomes

Grossmont College
Institutional Effectiveness
WSCH/FTE



Descriptions/Definitions

WSCH/FTE (Weekly Student Contact Hours per Full Time Equivalent Faculty) varied from 428 to 535 at Grossmont College during the period Fall 1979 through Fall 1989.

Year (Fall)	Grossmont WSCH/FTE
1979	428
1980	462
1981	500
1982	466
1983	500
1984	465
1985	476
1986	512
1987	520
1988	535
1989	521

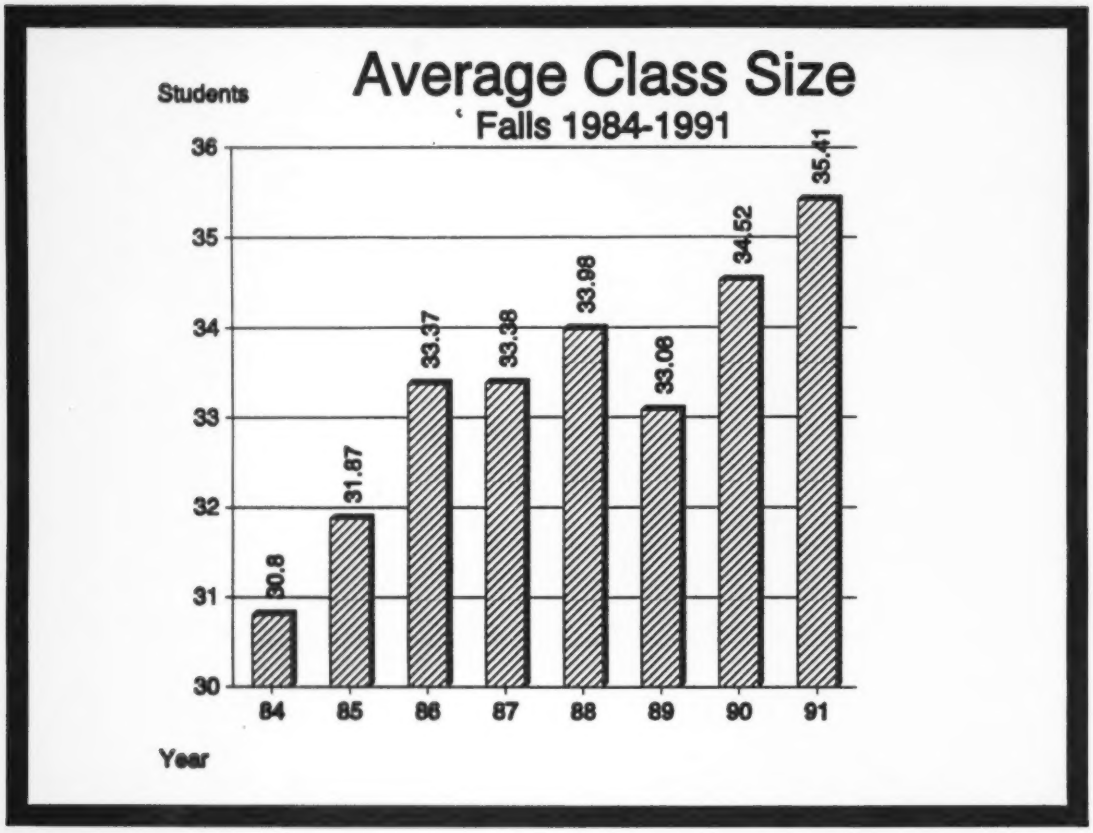
Source: GCCCD Fact Book

Questions/Implications

Does the number of students in classes have an effect on student outcomes?

Window 301

Grossmont College
Institutional Effectiveness
AVERAGE CLASS SIZE



Descriptions/Definitions

The average class size (per unit offered) ranged from 30 to nearly 36 at Grossmont during the eight-year period: Fall 1984 through Fall 1991. A small increase in class size can result in large savings to our District. With the help of a class scheduling model, quality leadership, and campus-wide cooperation, Grossmont College increased its average by 7% (33.08 to 35.41) between Fall 1989 and Fall 1991. This represents a savings of more than $400,000 per year.

Year	1984	1985	1986	1987	1988	1989	1990	1991
Average Class Size	30.80	31.87	33.37	33.38	33.98	33.08	34.52	35.41

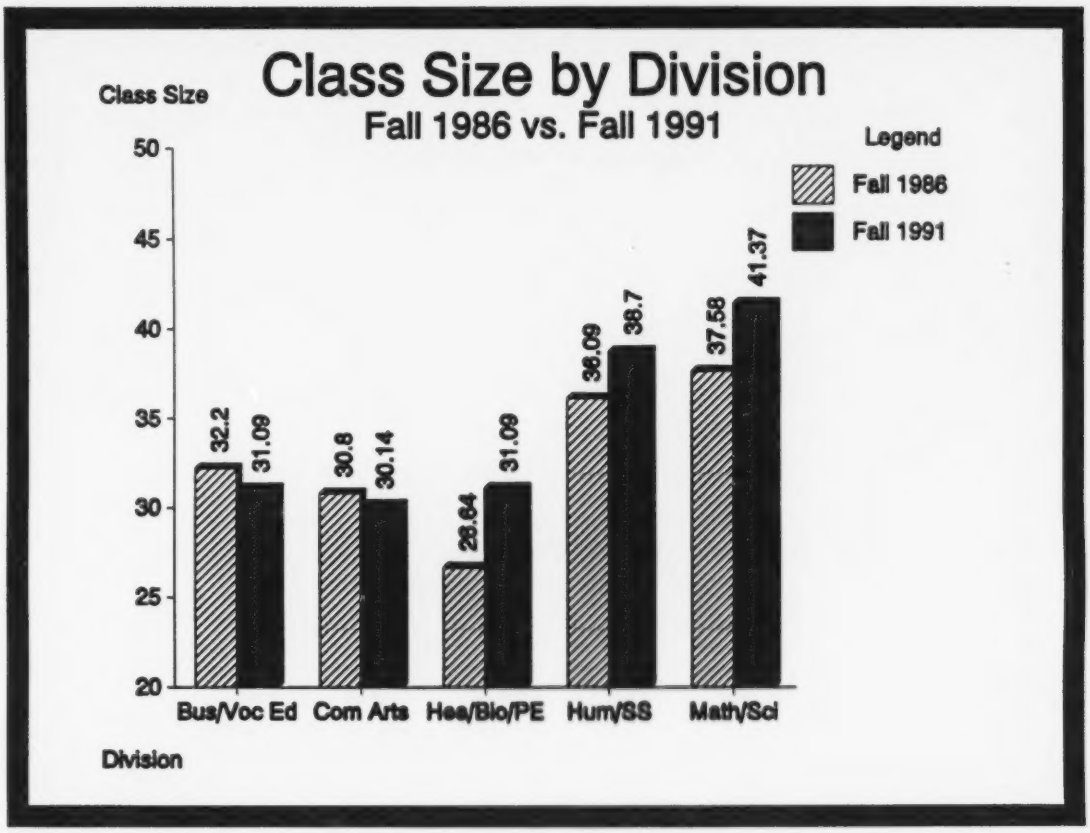
Source: CENSUS.PI

Questions/Implications

Has the average class size (per unit) reached its maximum value without changing either class maximums or the mix of large and medium-sized classes?

Has there been any change in student outcomes with the change in class size?

Grossmont College
Institutional Effectiveness
CLASS SIZE BY DIVISION

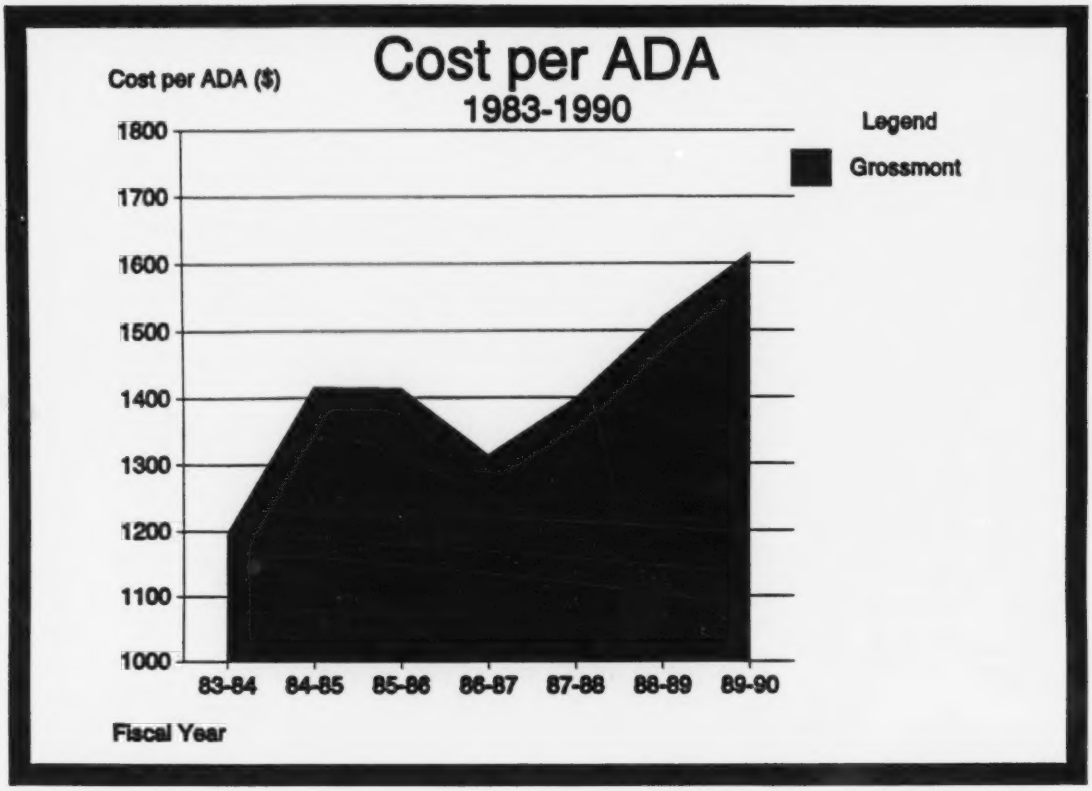


Source: CENSUS.P1

Descriptions/Definitions
Between Fall 1986 and Fall 1991, the Health/Bio/PE and Math/Science divisions increased their average class sizes (per unit) by about 4 students per section, Humanities/Social Sciences increased by more than 2 students per section, while Business/Vocational Education and Communications/Fine Arts decreased approximately 1 student per class.

Questions/Implications
How do individual departments compare to their divisions?
What relationship exists between average class size and student retention?

Grossmont College
Institutional Effectiveness
COST PER ADA



Source: GCCCD Fact Book

Descriptions/Definitions

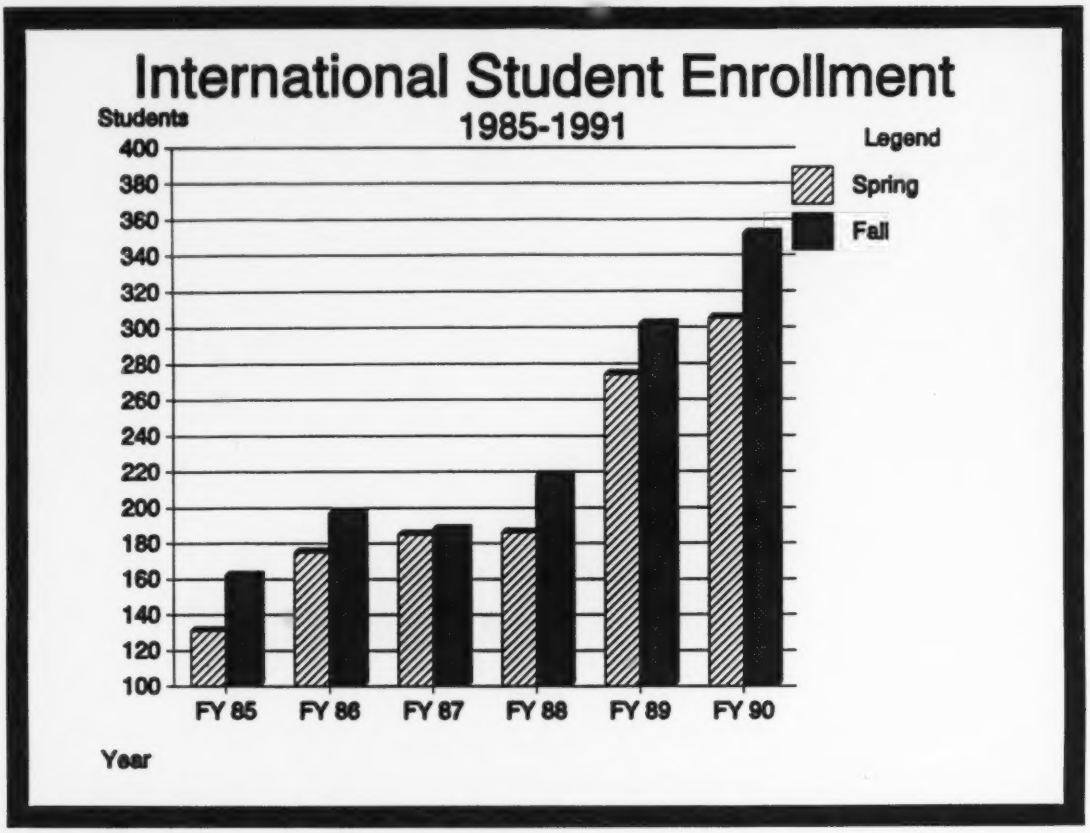
The cost per full-time student (ADA or Average Daily Attendance) at Grossmont College rose by about $400 or 33% during the seven-year period depicted in this Window.

Year	GROSSMONT Cost per ADA
1983-84	$1,197
1984-85	$1,416
1985-86	$1,414
1986-87	$1,313
1987-88	$1,398
1988-89	$1,519
1989-90	$1,615

Questions/Implications

How do these costs compare to those for Cuyamaca, other Community Colleges, California State Universities, and the University of California?

Grossmont College
Institutional Effectiveness
INTERNATIONAL STUDENTS



Descriptions/Definitions

Source: A&R

The number of International Students has nearly tripled in the six year period 1985-1991. The need for services has likewise increased. The tuition charge was increased from $96/unit to $102/unit. Revenues to our District average close to $3000 per full-time international student.

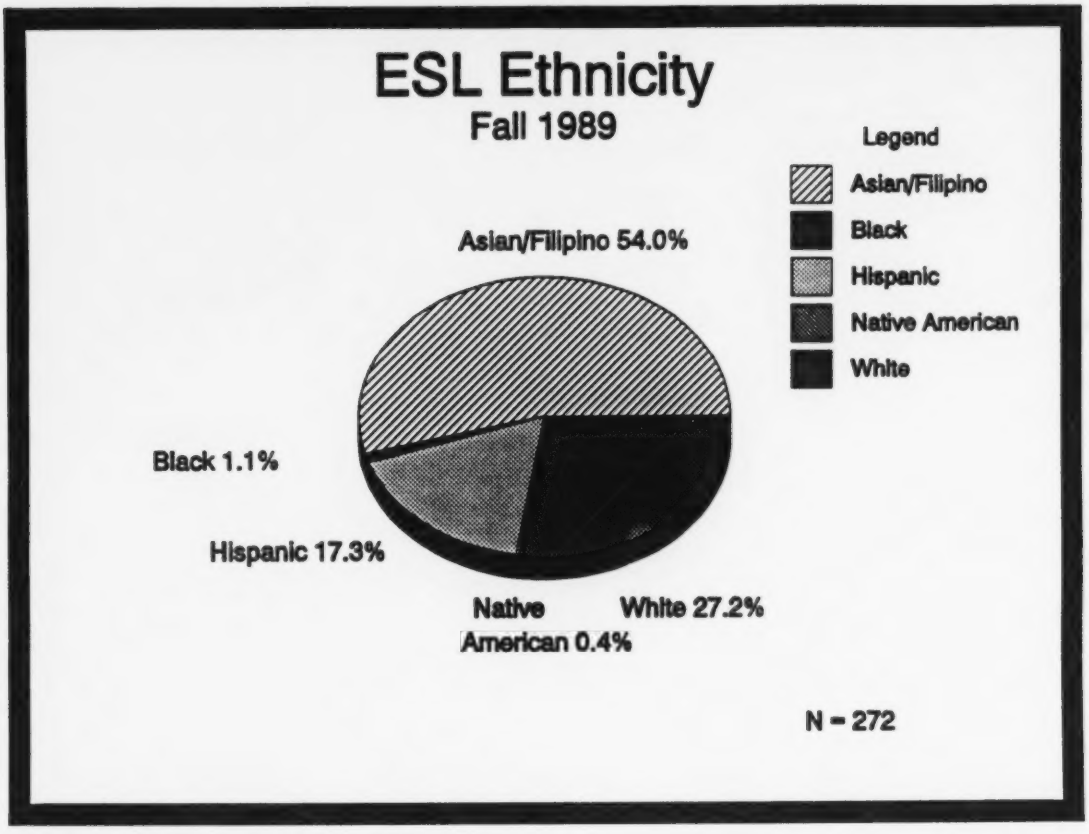
Revenues

Year	Fall	Spring	Total
1985-86	$141,216	$179,568	$320,784
1986-87	$198,000	$224,256	$422,256
1987-88	$225,888	$232,368	$458,256
1988-89	$238,368	$281,232	$519,600
1989-90	$348,816	$390,576	$739,392
1990-91	$405,072	$429,312	$834,384

Questions/Implications

What are the costs and benefits of International Students to the College and District?
How many of these students require special assistance with Admissions, Assessment, Orientation/Advisement, Registration, Instruction, Tutoring, and other Support Services?

Grossmont College
Institutional Effectiveness
ESL STUDENTS



Descriptions/Definitions

Source: UWAY.WP

A total of 272 students were enrolled in ESL courses during the Fall 1989. Over one-half (54%) were Asian/Filipino, about one-quarter (27%) were White, one-sixth (17%) of the students were Hispanic, while less than 2% of the ESL students were Black or Native American.

Questions/Implications

How does this information affect the structure of ESL course offerings and ESL instructional methods?

How many ESL students are also International Students?

Grossmont College
Institutional Effectiveness
PROGRAM REVIEW DATA

GROSSMONT COLLEGE
PROGRAM REVIEW REPORT #1
EFFICIENCY & RETENTION BY SUBJECT
1986-1990

SEM	YR	SUBJ	SECTIONS	ENROLLMENT	UNITS	EFFICIENCY	SIZE	RETENTION
SP	86	ENGL	141	3936	418.0	.81	27.93	.58
	87	ENGL	135	3957	403.0	.87	29.31	.59
	88	ENGL	149	3996	439.0	.81	26.97	.61
	89	ENGL	155	4150	460.0	.81	26.88	.60
	90	ENGL	141	3814	420.0	.78	27.10	.60
SU	86	ENGL	32	833	94.0	.78	26.23	.73
	87	ENGL	30	828	89.0	.81	27.73	.70
	88	ENGL	36	964	108.0	.78	26.78	.71
	89	ENGL	41	1076	123.0	.76	26.24	.71
	90	ENGL	38	1019	114.0	.77	26.82	.68
FA	86	ENGL	142	4381	422.0	.91	30.86	.62
	87	ENGL	144	4337	426.0	.90	30.07	.61
	88	ENGL	151	4438	447.0	.88	29.33	.62
	89	ENGL	142	4055	420.0	.84	28.54	.60
	90	ENGL	146	4309	435.0	.86	29.51	.59

Source: CENSUS.E10

Descriptions/Definitions
This Window shows a sample of the new annual report for the Program Review Committee. The same information is available for each of the 50 Departments/Disciplines.
"Efficiency" means 1st census enrollment divided by the maximum class enrollment.
"Retention" is the number of students receiving a "C" or better divided by the 1st census enrollment.

Notice that efficiency for English has been lower in the Spring than in the Fall. This has also been true for many of the other 50 departments/disciplines in the college. Spring class scheduling has been nearly the same as Fall, while Spring enrollments have been lower. Corrections to this problem are built in to the Spring 1992 planning materials (Units Allotted).

Questions/Implications
What can Departments do to increase efficiency and retention rates?
What are appropriate criteria for evaluating efficiency and retention rates?

Grossmont College
Institutional Effectiveness
PROGRAM REVIEW DETAIL BY COURSE

GROSSMONT COLLEGE
PROGRAM REVIEW REPORT #2
EFFICIENCY & RETENTION BY COURSE
FALL 1990

SUBJ	SUBJ	NBR	N90	ENR90	UNITS90	EFF90	SIZE90	RETENT90
ENGL	ENGL	097	5	122	15.0	.98	24.40	.59
	ENGL	101	1	20	3.0	.57	20.00	.80
	ENGL	103	17	531	51.0	.91	31.24	.56
	ENGL	105	20	483	60.0	.87	24.15	.64
	ENGL	108	1	14	2.0	.40	14.00	.43
	ENGL	110	39	1249	117.0	.92	32.03	.57
	ENGL	112	4	96	12.0	.69	24.00	.69
	ENGL	114	1	37	1.0	1.06	37.00	.51
	ENGL	120	29	908	87.0	.89	31.31	.57
	ENGL	122	6	193	18.0	.92	32.17	.60
	ENGL	124	9	287	27.0	.91	31.89	.69
	ENGL	126	2	70	6.0	1.00	35.00	.57
	ENGL	130	1	31	3.0	.89	31.00	.55
	ENGL	134	1	20	3.0	.57	20.00	.50
	ENGL	140	1	30	3.0	.86	30.00	.63
	ENGL	145	1	9	3.0	.26	9.00	.89
	ENGL	201	1	16	3.0	.36	16.00	.50
	ENGL	215	2	63	6.0	.70	31.50	.63
	ENGL	217	1	26	3.0	.58	26.00	.54
	ENGL	218	1	18	3.0	.40	18.00	.50
	ENGL	221	1	37	3.0	.82	37.00	.70
	ENGL	231	1	33	3.0	.73	33.00	.73
	ENGL	241	1	16	3.0	.36	16.00	.63
Overall			146	4309	435.0	.86	29.51	.59

Descriptions/Definitions

This Window shows efficiency and retention on a course-by-course basis for one complete semester. This information is used extensively by each academic department, in this case English, for scheduling and program revision.

Questions/Implications

What factors might a department use when considering which courses to keep while reducing the total number of courses offered?

Source: CENSUS.E20

Legend

N90 = Number of sections offered in Fall 90
ENR90 = Enrollment (1st Census)
UNITS90 = Number of units offered
EFF90 = 1st Census divided by class max
SIZE90 = Average class size
RETENT90 = Number of "C" or better students divided by 1st Census

Grossmont College
Institutional Effectiveness
UNITS ALLOTTED vs. UNITS ENROLLED

FALL 1991
BASED ON 0% GROWTH/90% MAXIMUM
PREPARED ON: 15 Jan 1991

GC	SUBJ	NSECT90	UNITS90	TOT90	MAX90	PCT90	NSECT91	ALLOTTED UNITS91	GOAL91	MAX91	PCT91
GC	ANTH	14	42.0	1914	2100	.91	14	42.0	1914	2100	.91
	AOJ	37	106.0	3031	4015	.75	37	106.0	3031	4015	.75
	ART	38	106.0	3704	4905	.76	38	106.0	3704	4905	.76
	ASTR	12	30.0	1398	1446	.97	12	30.0	1398	1446	.97
	AVC	5	15.0	321	390	.82	5	15.0	321	390	.82
	BIO	51	205.0	6825	6718	1.02	51	205.0	6825	6718	1.02
	BUS	131	349.5	11215	15221	.74	125	333.5	11215	14511	.77
	CA	7	21.0	624	1050	.59	6	18.0	624	900	.69
	CCS	13	39.0	1221	1875	.65	13	39.0	1221	1875	.65
	CD	35	83.0	3030	4243	.71	35	83.0	3030	4243	.71
	CHEM	32	122.0	2462	3972	.62	32	122.0	2462	3972	.62
	CSIS	78	196.0	5358	6706	.80	77	194.0	5358	6666	.80
	CVTE	19	60.0	1399	1499	.93	19	60.0	1399	1499	.93
	DANC	24	37.5	833	907	.92	24	37.5	833	907	.92
	ECON	28	82.0	3467	4274	.81	25	73.0	3467	3824	.91
	ED	1	3.0	84	150	.56	1	3.0	84	150	.56
	ENGL	146	435.0	12887	14895	.87	139	414.0	12887	14202	.91
	ESL	27	81.0	1956	2025	.97	26	78.0	1956	1950	1.00
	FACS	39	103.0	2601	4508	.58	35	93.0	2601	4148	.63
	FREN	9	43.0	1305	1485	.88	9	43.0	1305	1485	.88
	FSM	9	28.0	546	1007	.54	9	28.0	546	1007	.54
	GEOG	22	60.0	2661	2730	.97	22	60.0	2661	2730	.97
	GEOL	12	31.0	1102	1424	.77	10	25.0	1102	1124	.98
	GERM	7	33.0	1178	1185	.99	7	33.0	1178	1185	.99
	HED	5	15.0	783	750	1.04	5	15.0	783	750	1.04
	HESC	6	16.0	627	850	.74	6	16.0	627	850	.74
	HIST	50	150.0	7194	7500	.96	50	150.0	7194	7500	.96
	HUM	21	63.0	2838	3150	.90	21	63.0	2838	3150	.90
	ITAL	2	10.0	415	400	1.04	2	10.0	415	400	1.04
	JAPN	3	15.0	505	575	.88	3	15.0	505	575	.88
	JOUR	7	15.5	339	535	.63	7	15.5	339	535	.63
	MATH	124	445.5	19415	20009	.97	120	438.5	19415	19694	.99
	MUS	54	113.0	3502	5785	.61	54	113.0	3502	5785	.61
	NURS	7	56.0	1379	1256	1.10	7	56.0	1379	1256	1.10
	OCEA	4	12.0	447	444	1.01	4	12.0	447	444	1.01
	OT	2	9.0	162	225	.72	2	9.0	162	225	.72
	PD	31	41.5	888	1110	.80	29	39.5	888	1080	.82
	PE	135	152.5	5649	6325	.89	130	147.5	5649	6115	.92
	PERF	3	9.0	152	213	.71	3	9.0	152	213	.71
	PHIL	27	81.0	3942	4050	.97	27	81.0	3942	4050	.97
	PHYC	9	36.0	964	1152	.84	9	36.0	964	1152	.84
	POSC	16	48.0	2205	2400	.92	16	48.0	2205	2400	.92
	PSC	4	12.0	429	600	.72	3	9.0	429	450	.95
	PSY	42	127.0	6122	6325	.97	42	127.0	6122	6325	.97
	RECR	7	19.0	221	650	.34	7	19.0	221	650	.34
	RELG	1	3.0	108	150	.72	1	3.0	108	150	.72
	RESP	9	36.0	930	750	1.24	9	36.0	930	750	1.24
	RUSS	4	18.0	338	560	.60	4	18.0	338	560	.60
	SCI	4	12.0	744	942	.79	4	12.0	744	942	.79
	SOC	21	63.0	3210	3150	1.02	21	63.0	3210	3150	1.02
	SOSC	4	12.0	342	600	.57	4	12.0	342	600	.57
	SPAN	42	202.0	7809	7225	1.08	42	202.0	7809	7225	1.08
	SPCH	67	183.0	5756	5672	1.01	67	183.0	5756	5672	1.01
	TELE	23	70.0	1493	1850	.81	23	70.0	1493	1850	.81
	THTR	20	54.0	1565	1745	.90	20	54.0	1565	1745	.90
>>>		1550	4410.0	151593	175678	.86	1513	4323.0	151593	172195	.88

Descriptions/Definitions
This is the original planning report included in the Fall 1991 Class Scheduling packet issued during January 1991. The total of 4323.0 units for the column labeled "ALLOTTED UNITS91" is 87 units less than the 4410.0 units offered in Fall 1990 ("UNITS90"). This reduction of 87 units (29 classes) was changed to 136 units (45 classes) before the class schedule was printed in May. The savings for 45 classes at $2000 per class was $90,000.

Questions/Implications
This Unit Allocation Model is unique to Grossmont College and will be extensively used for program revision and budget decisions in the foreseeable future.

Window 307

BEST COPY AVAILABLE

Grossmont College
Institutional Effectiveness
MASTER GRID - ROOM USAGE

ROOM USAGE GRID

RUN ON: 27 OCT 91 SPRING 1992

ROOM	RMAX	TIME	MON	TUE	WED	THUR	FRI
543	53	600	----------	----------	----------	----------	----------
		630	----------	----------	----------	----------	----------
		700	----------	----------	----------	----------	----------
		730	----------	----------	----------	----------	----------
		800	HUM 110 5335	SOC 120 7451	HUM 110 5335	SOC 120 7451	HUM 110 5335
		830	HUM 110 5335	SOC 120 7451	HUM 110 5335	SOC 120 7451	HUM 110 5335
		900	HUM 110 5339	SOC 120 7451	HUM 110 5339	SOC 120 7451	HUM 110 5339
		930	HUM 110 5339	HUM 120 5355	HUM 110 5339	HUM 120 5355	HUM 110 5339
		1000	HIST121 5261	HUM 120 5355	HIST121 5261	HUM 120 5355	HIST121 5261
		1030	HIST121 5261	HUM 120 5355	HIST121 5261	HUM 120 5355	HIST121 5261
		1100	----------	HUM 110 5342	HUM 110 5344	HUM 110 5342	HUM 110 5344
		1130	----------	HUM 110 5342	HUM 110 5344	HUM 110 5342	HUM 110 5344
		1200	----------	HUM 110 5342	HUM 110 5344	HUM 110 5342	HUM 110 5344
		1230	----------	HUM 110 5347	----------	HUM 110 5347	JAPN120 5422
	*	1300	----------	HUM 110 5347	----------	HUM 110 5347	JAPN120 5422
	*	1330	ENGL124 4808	HUM 110 5347	ENGL124 4808	HUM 110 5347	ENGL124 4808
	*	1400	ENGL124 4808	JAPN121 5421	ENGL124 4808	JAPN121 5421	ENGL124 4808
	*	1430	ESL 103 2931	JAPN121 5421	ESL 103 2931	JAPN121 5421	----------
	*	1500	ESL 103 2931	JAPN121 5421	ESL 103 2931	JAPN121 5421	----------
	*	1530	ESL 103 2931	JAPN121 5421	ESL 103 2931	JAPN121 5421	----------
	*	1600	----------	JAPN121 5421	----------	JAPN121 5421	----------
	*	1630	----------	----------	----------	----------	----------
	*	1700	----------	----------	----------	----------	----------
	*	1730	CSIS119 4203	----------	CSIS119 4203	----------	----------
	*	1800	CSIS119 4203	----------	CSIS119 4203	----------	----------
	*	1830	CSIS119 4203	----------	CSIS119 4203	----------	----------
	*	1900	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------
	*	1930	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------
	*	2000	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------
	*	2030	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------
	*	2100	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------
	*	2130	CD 125 4039	SOSC124 7386	HUM 110 5353	CCS 128 5691	----------

--- = ROOM NOT IN USE

* = SUBTRACT 1200 TO OBTAIN STANDARD TIME

Source: 921WW.RUG

Descriptions/Definitions

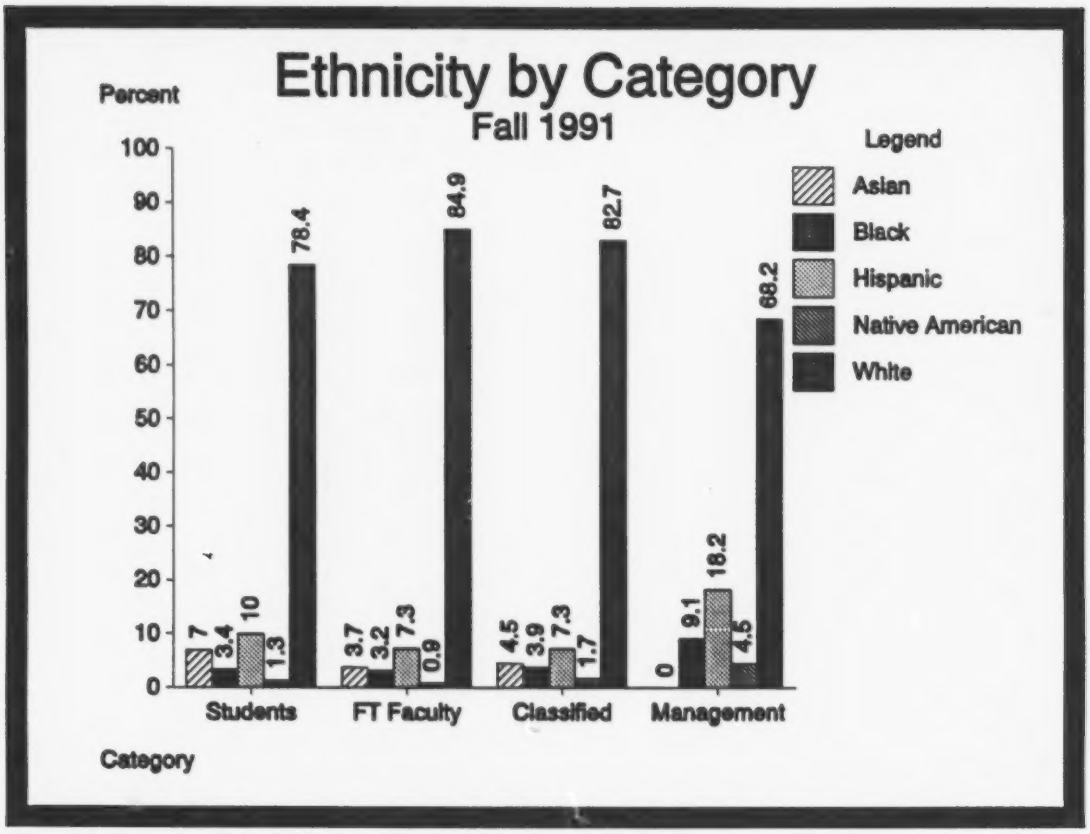
One of the unique class scheduling tools at Grossmont College is the Room Usage Grid, a sample of which is shown above. The Room Usage Grids are used in conjunction with the Units Allotted Report (see Window 307) to produce a Grossmont College class schedule which provides a breadth of course offerings, efficient room use, and the minimum number of sections necessary for a quality program. As such, both tools (Windows 307 and 308) combine the goals of quality teaching and learning with the reality of classroom space and instructor time as scarce resources.

Questions/Implications

How will Room Usage be affected by reductions in class offerings?

staffing

Grossmont College
Institutional Effectiveness
ETHNICITY BY CATEGORY



Descriptions/Definitions

As of Fall 1991, roughly 85% of the Grossmont faculty was White, about 3% each Asian and Black, 7% Hispanic and 1% Native American. Percentages appear in the graph above and table below also for Students, Classified, and Management.

Ethnicity Fall 1991	Students (N = 17,712)	Full-Time Faculty (N = 219)	Classified (N = 179)	Management (N = 22)
Asian	7.0%	3.7%	4.5%	0.0%
Black	3.4%	3.2%	3.9%	9.1%
Hispanic	10.0%	7.3%	7.3%	18.2%
Native American	1.3%	0.9%	1.7%	4.5%
White	78.4%	84.9%	82.7%	68.2%

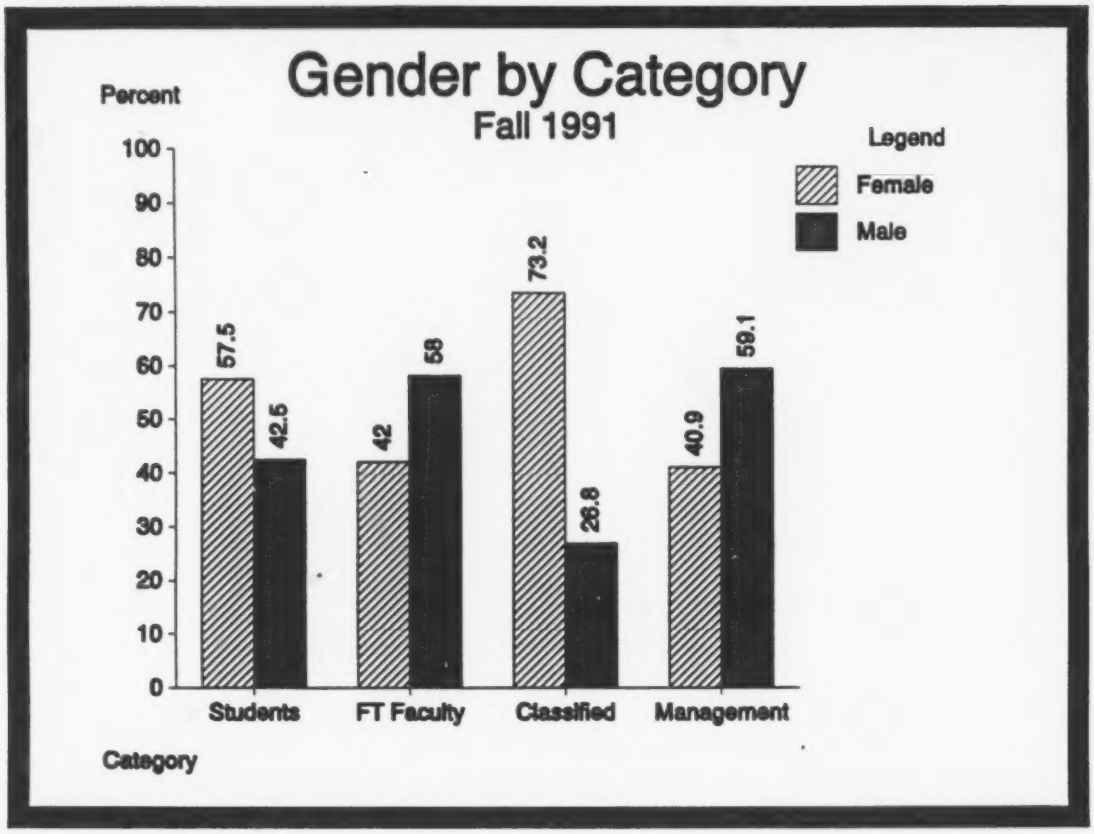
Source: EMP100.P10 & MASTER.E40

Questions/Implications

How do these percentages compare to Grossmont College staffing goals and state and local populations? What impact does this information have on Instructional and Student Services programs?

Window 401

Grossmont College
Institutional Effectiveness
GENDER BY CATEGORY



Descriptions/Definitions

During 1991, female students outnumbered male students by about 58% to 42%, and female classified staff outnumbered male classified staff 73% to 27%. For full-time faculty and management these percentages were reversed with male faculty 58% to female faculty 42%, and male managers 59% to 41% for female managers.

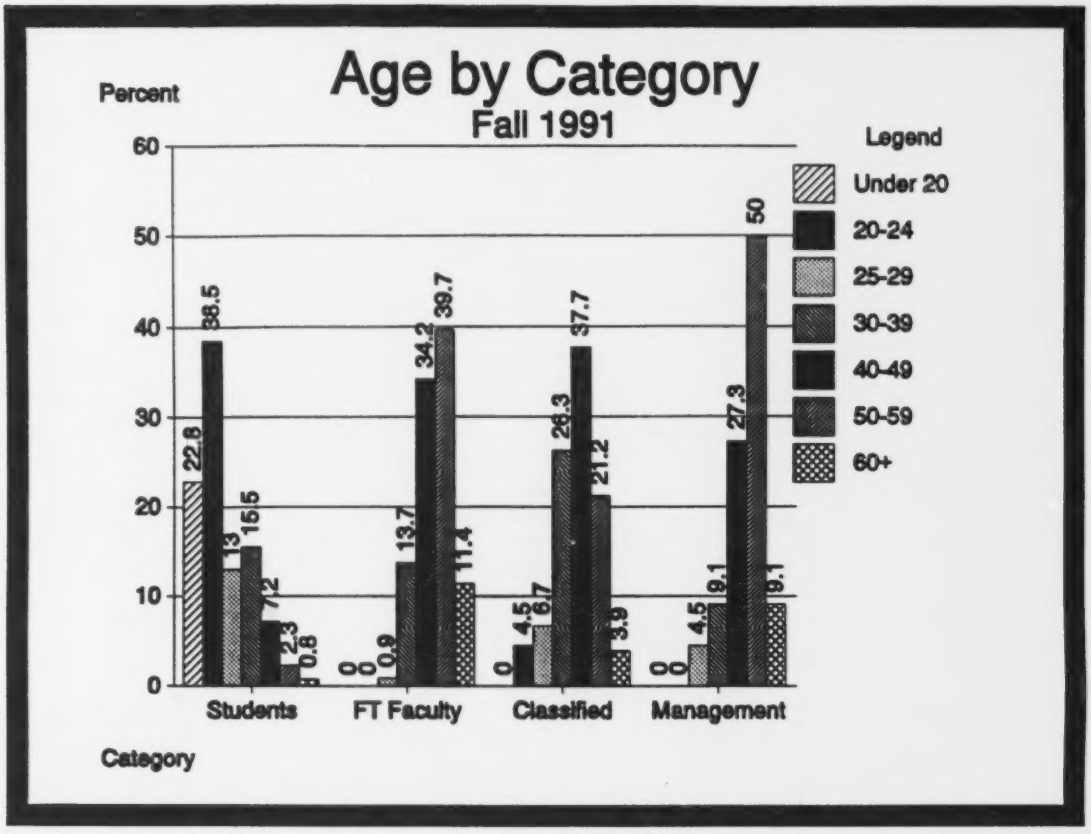
Gender Fall 1991	Students (N = 17,712)	Full-Time Faculty (N = 219)	Classified (N = 179)	Management (N = 22)
Female	57.5%	42.0%	73.2%	40.9%
Male	42.5%	58.0%	26.8%	59.1%

Source: EMP100.P10 & MASTER.E[illegible]

Questions/Implications

How do these percentages compare to Grossmont College staffing goals and state and local populations? What impact does this information have on Instructional and Student Services programs?

Grossmont College
Institutional Effectiveness
AGE BY CATEGORY



Descriptions/Definitions

In the Fall of 1991, the median age interval was 20-24 for students, 40-49 for classified, and 50-59 for full-time faculty and management. 25% of the faculty (56 instructors) will be eligible for retirement by 1996.

Age Fall 1991	Students (N = 17,712)	Full-Time Faculty (N = 219)	Classified (N = 179)	Management (N = 22)
Under 20	22.8%	0.0%	0.0%	0.0%
20-24	38.5%	0.0%	4.5%	0.0%
25-29	13.0%	0.9%	6.7%	4.5%
30-39	15.5%	13.7%	26.3%	9.1%
40-49	7.2%	34.2%	37.4%	27.3%
50-59	2.3%	39.7%	21.2%	50.0%
60+	0.8%	11.4%	3.9%	9.1%

Source: EMP100.P10 & MASTER.E40

Questions/Implications

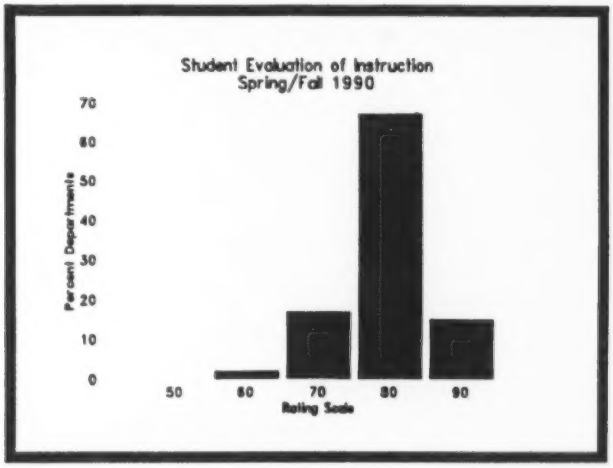
What effect might faculty and staff aging have on the quality of programs and services?
What effect will retirements have on future hiring plans?

Grossmont College
Institutional Effectiveness
INSTRUCTOR EVALUATIONS/STUDENT

Descriptions/Definitions

About 20,000 students in Spring and Fall 1990 answered these two questions on the evaluation form used prior to Fall 1991:

1) How would you grade this instructor?
2) Would you take this instructor again?



The responses to these two questions were combined in a way that produces a 0 to 100 scale. The college-wide results are displayed on the right. Most students graded their instructors 80 or above. This sample includes about one-half the faculty both full-time and part-time. At the time of this study, each faculty member was evaluated every other year.

The average rating for the 54 Departments was 84.
Average scores by Division are displayed below:

Division	Average Rating	Percent of GC Units
BUSINESS/VOC ED	88	20%
COM ARTS	86	14%
STUDENT SERVICES	73	1%
HEALTH/BIO/PE	83	13%
HUMANITIES/SOCIAL SCI	83	30%
MATH/SCIENCE	80	23%

Source: EVA.P10-P30

Individual Department ratings are:

ANTH	81	CHEM	71	FSM	93	JOUR	87	POSC	80	SPAN	86
AOJ	87	CSIS	84	GEOG	82	MATH	83	PSC	78	SPCH	87
ART	84	CVTE	76	GEOL	85	MUS	81	PSY	83	TELE	84
ASTR	81	DANC	96	GERM	90	NURS	86	RECR	92	THTR	86
AVC	92	ECON	74	HED	72	OCEA	82	RELG	86		
BIO	80	ED	98	HESC	92	OT	81	RESP	82		
BUS	83	ENGL	81	HIST	83	PD	73	RUSS	87		
CA	85	ESL	82	HUM	79	PE	88	SCI	69		
CCS	87	FACS	80	ITAL	84	PHIL	78	SOC	85		
CD	85	FREN	85	JAPN	78	PHYC	83	SOSC	92		

Results of other student evaluations using appropriate evaluation instruments:
COUNSELING APPOINTMENTS 97 LIBRARIANS 93

Questions/Implications

What can be done to maintain or improve these ratings?

Grossmont College
Institutional Effectiveness
ADMINISTRATOR EVALUATIONS

Certificated Administrator Evaluations
Evaluation Year 1990

Category	Academic Affairs (8 Administrators)	Student Services (3 Administrators)
Administrative Practices	82	97
Supervisory Practices	82	98
Staff Relationships	83	98
Evidence of Personal Growth	86	98
Personal Characteristics	86	99
General Appraisal	82	99

Source: MGT.E10

Descriptions/Definitions

Not all Grossmont College administrators are evaluated every year. During calendar year 1990, selected administrators were evaluated in each of the six categories shown in the table. The ratings ranged from Excellent (=5) to Unsatisfactory (=1). In each of the six categories the responses were averaged and multiplied by 20. The results, showing Good to Excellent for Academic Administrators and generally Excellent for Student Service Administrators are shown above.

Questions/Implications

Should both classified and certificated managers be evaluated in a consistent manner?

facilities

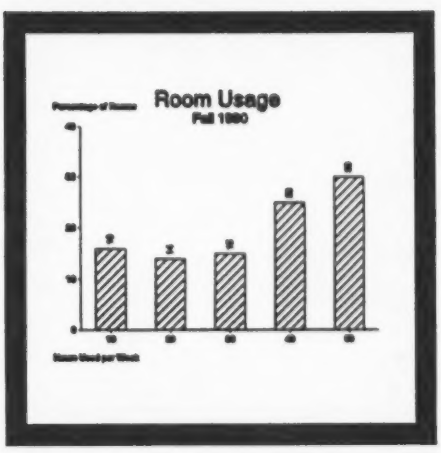
Grossmont College
Institutional Effectiveness
ROOM USE — HOURS PER WEEK

Hours/Week	Total # Rooms	Room Numbers
50 Hours	38 30.2%	263 306 359 522 544B 570 577 584 269 340 370 532 551A 571 578 585 271 356 375 535 551B 573 579 CTC 302 357 409 539 555A 574 581 305 358 415 541 555B 576 583
40 Hours	31 24.6%	220 317 342 408 538 552 582 257 318 345A 423 542 553 268 321 361 426 543 554 313 325B 371 500 544A 562 316 342 373 530 547 582
30 Hours	19 15.1%	221 274 345B 525 224 307 346 533 225 315 376 575 247 325A523 SNBR 253 331 524
20 Hours	18 14.3%	115 310 355 CDC 202 319 531 GRGA 208 330 535A 239 333 548 309 349 550
10 Hours	20 15.9%	204 241 329B 362 207 242 347A 363 211 249 349A 402 230 250 352A 711 235 256 352B ROPT

Legend CDC Child Devpt Center
CTC Computer Trng Center
GRGA Griffin Gate
ROPT ROP Trailer
SNBR Snack Bar

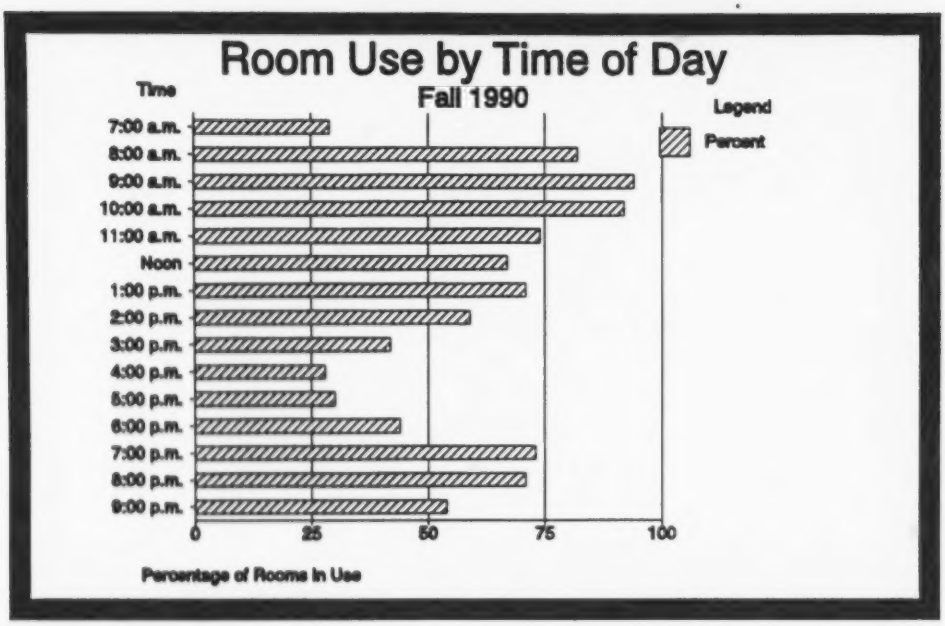
Source: SKDS7N.PRE

Descriptions/Definitions
During Fall 1990, over half the rooms at Grossmont College were scheduled for classes 40 or more hours per week. Many of the rooms with lesser usage are special purpose (e.g., laboratory) or too small for general lectures. Nearly one-third of the rooms were in use 50 or more hours per week. Optimal usage, as defined by State standards, is 53 or more hours per week.



Questions/Implications
Is there a way to improve classroom usage on campus?

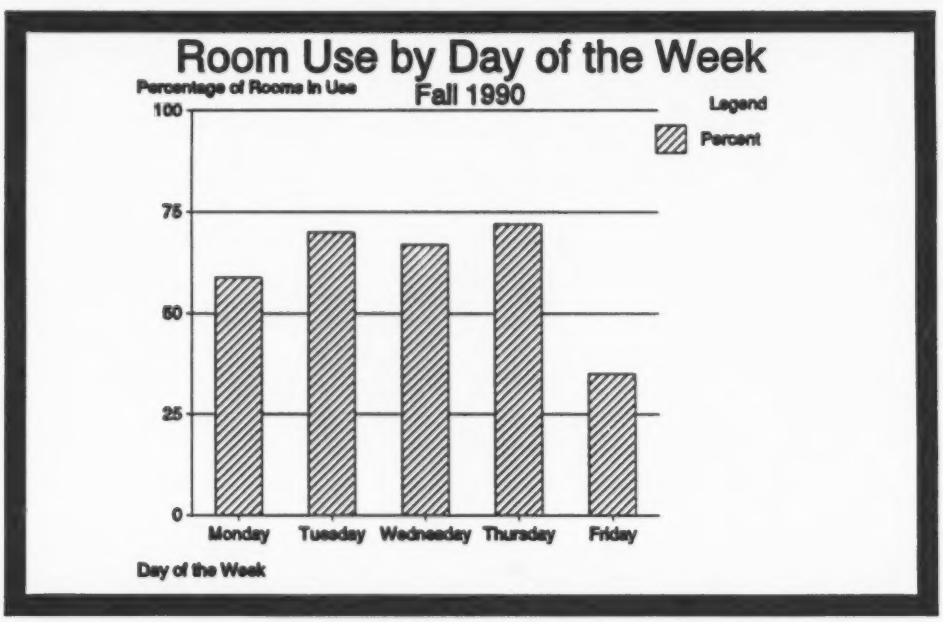
Grossmont College
Institutional Effectiveness
ROOM USE — TIME OF DAY/DAY OF WEEK



Descriptions/Definitions

Source: TIME.E30

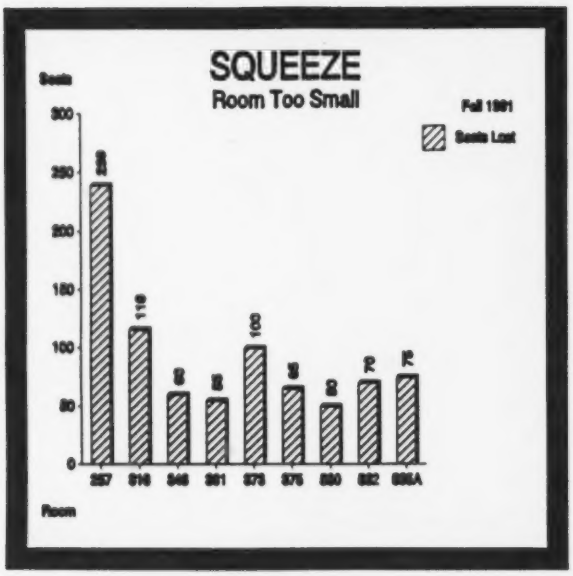
Peak room usage during Fall 1990 was mornings at 9:00 a.m. and 10:00 a.m. Almost no classes are scheduled Monday from 11:00 a.m. - 12:30 p.m., the time block known as "College Hour". Evening usage exceeds 90% Monday through Thursday, averaging 75% for the five evenings. Almost no classes are scheduled after 3:00 p.m. on Fridays.

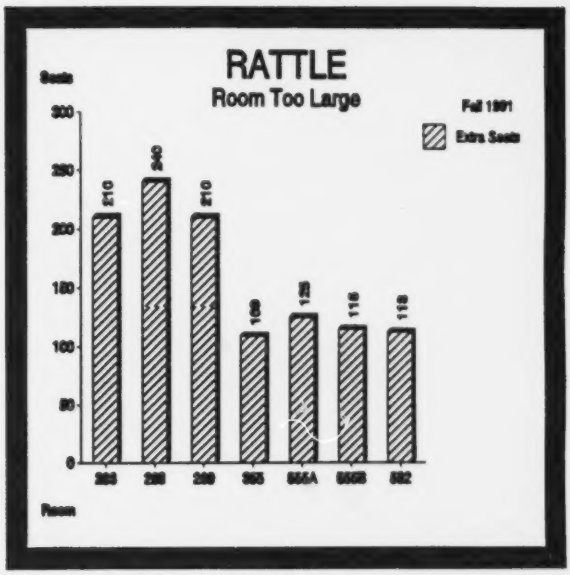


Questions/Implications

What are the benefits and costs of spreading classes more evenly during the day?
How can all departments become more responsive to student demand for course offerings?

Grossmont College
Institutional Effectiveness
SQUEEZE AND RATTLE - ROOM SIZE





Descriptions/Definitions

Source: SKED.SR

Over the past three years, the Room Utilization Committee (RUC) has actively sought to match class size to room size for as many of Grossmont's 1,600 classes as possible. When a room is too small for the class scheduled in it, we call the matchup a **squeeze**. A small class in a large room is known as **rattle**.

The graphic on the left shows Room 257 with a **squeeze** of 239 seats per week during Fall 1991. At 50 seats per class, 239 seats represents close to 5 extra classes ($10,000 additional staffing). Rooms 263, 268 and 269 have excess **rattle**. Classes with maximum enrollment of 30 students are typically scheduled into these rooms which have a seating capacity of 50.

Room	257	316	346	361	373	375	530	532	535A
Squeeze	239	116	60	55	100	65	50	70	75
Room	263	268	269	355	555A	555B	582		
Rattle	210	240	210	109	125	115	113		

Questions/Implications

How can this college-wide process of matching course maximums to room maximums be refined?

ERIC Clearinghouse for
Junior Colleges

APR 03 1992